

**USING COMMUNICATIVE TASKS TO IMPROVE THE ELEVENTH
GRADE SCIENCE STUDENTS' SPEAKING SKILLS AT MAN
WONOSARI GUNUNGKIDUL IN THE ACADEMIC YEAR OF 2012/ 2013**

A Thesis

**Presented as Partial Fulfilment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



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2013**

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**USING COMMUNICATIVE TASKS TO IMPROVE THE ELEVENTH
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WONOSARI GUNUNGKIDUL IN THE ACADEMIC YEAR OF 2012/ 2013**

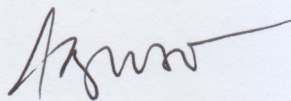
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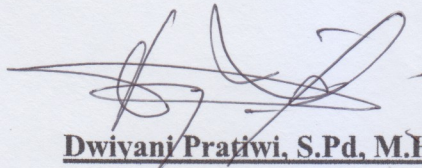
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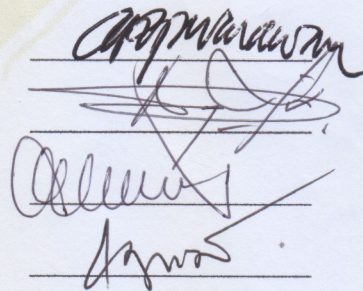
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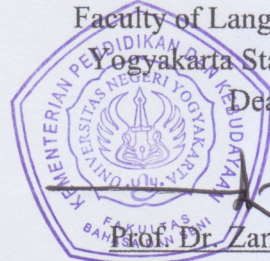
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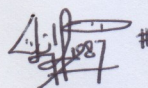
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Yogyakarta, 14 Juni 2013

Penulis,



Pradityana Lutfatul Azizah

MOTTO\$

“All humans are dead except those who have knowledge; and all those who have knowledge are asleep, except those who do good deeds; and those who do good deeds are deceived, except those who are sincere; and those who are sincere are always in a state of worry.”

(Imam Shafi'i)

If anyone travels on a road in search of knowledge, Allah will cause him to travel on one of the roads of Paradise.

(Muhammad SAW)

Try not to become a man of success but rather to become a man of value.

(Albert Einstein)

If you are not willing to learn, no one can help you.

But

If you are determined to learn, no one can stop you.

(Anonymous)

DEDICATION

This thesis is proudly dedicated to:

My beloved Grandpa (Alm.) and Grandma
For all of her never ending prayers, love and support..

My father.. mother.. sister..
For the psychological support and courage.

My special one.....
For the patience, love and care you have given to me..

All of my friends especially Ratri for your friendship and support..

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Alhamdulillah Rabbil ‘aalamiin, praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in completing this thesis.

My first appreciation and thank are due to my grandmother (Sutilah), my grandfather (Alm. Hadi Sukisno) in Heaven. Thanks for your pray that never stop and I am sure “Bapak” would proud of me if he was still alive. You are my everything because you have took care of me and let me grow as a strong girl. I am sorry for this long waiting. I love you all. I would also like to thank all of my big family, especially my uncles (H. Mustakim and Harjono), my aunt (Hj. Sumartini), and my cousins (Upil and Hanafi) for your pray and support so I could finish this thesis. My father (Marjuki), mother (Siti Aminah), my sisters (Devi Nurul Mahmudah) who have given me motivation and support to finish my thesis. I dedicate my thesis to them.

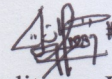
I would also like to thank to my first and second consultants, Dr. Agus Widyanoro, M. Pd and Dwiyani Pratiwi, S. Pd, M. Hum. for giving me advice and guidance to accomplish this thesis. Thanks are also to Prof. Hj. Suwarsih Madya, Ph. D and all the lecturers of English Education Department who have given me a lot of knowledge.

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 14 June, 2013

The writer,



Pradityana Lutfatul Azizah

LIST OF CONTENTS

	PAGE
APPROVAL SHEET.....	ii
RATIFICATION.....	iii
PERNYATAAN.....	iv
MOTTOS.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF CONTENTS.....	ix
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xv
ABSTRACT.....	xvi
CHAPTER I. INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	8
D. Formulation of the Problem.....	8
E. Objective of the Research.....	9
F. Significance of the Research.....	9
CHAPTER II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	11
A. Literature Review.....	11
1. Teaching English as a Foreign Language.....	11
a. Language Teaching and Learning.....	12
b. Language Teaching Method.....	12
2. Communicative Language Teaching.....	13
a. The Characteristics of Communicative Language Teaching.....	14
b. The Principles of Communicative Language Teaching.....	14
c. Methodological Framework of Communicative	

Language Teaching.....	17
3. Tasks.....	19
4. Speaking.....	20
a. Definitions of Speaking.....	20
b. Features of Spoken Language.....	21
c. Aspects of the Speaking Skill.....	24
d. Speaking as a Macro Skill.....	25
e. Speaking as a Micro Skill.....	26
5. Teaching Speaking.....	27
a. Teacher's Roles during the Speaking Lesson.....	27
b. Principles for Designing Speaking Technique.....	29
c. Types of Spoken Activity.....	30
d. Approaches to the Teaching of Speaking.....	34
e. Contextual-Communicative EFL Teaching Learning Model in Teaching Speaking.....	39
f. Feedback in Speaking.....	42
6. Teaching of Speaking Skill in Senior High School.....	43
a. Characteristics of Senior High School Students.....	43
b. The Curriculum of Teaching Speaking in Senior High School.....	44
7. Assessing Speaking.....	46
B. Conceptual Framework.....	48
CHAPTER III. RESEARCH METHOD.....	50
A. Research Design.....	50
B. Setting of the Research.....	51
C. Subjects of the Research.....	51
D. Time of the Research.....	52
E. Instruments.....	52
F. Data Collection Procedures.....	54
G. Data Analysis Technique.....	55

H. Research Validity and Realibility.....	56
I. The Procedure of Action Research.....	58
CHAPTER IV. RESEARCH PROCESS, FINDINGS AND DISCUSSIONS.....	61
A. Reconnaissance.....	62
1. Identification of the Field Problems.....	62
2. Identification of the Field Problems to Solve.....	64
B. Report of Cycle I.....	68
1. Planning.....	68
2. Actions and Observation in Cycle I.....	71
3. Reflection of Cycle 1.....	89
4. Revised Plan.....	93
C. Report of Cycle II.....	94
1. Planning.....	94
2. Actions and Observations in Cycle II.....	96
3. Reflection of Cycle II.....	103
4. The Difference between Cycle I and Cycle II.....	105
CHAPTER V. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS.....	108
A. Conclussions.....	108
B. Implications.....	110
C. Suggestions.....	111
REFERENCES.....	112
APPENDICES.....	114
A. APPENDIX A (COURSE GRID).....	114
B. APPENDIX B (LESSON PLANS AND TASK UNITS).....	121
C. APPENDIX C (STUDENTS' WORKSHEET AND HANDOUT).....	164
D. APPENDIX D (GAME SHEETS).....	198
E. APPENDIX E (OBSERVATION SHEET).....	200

F. APPENDIX F (INTERVIEW GUIDELINES).....	202
G. APPENDIX G (STUDENTS' SCORE).....	206
H. APPENDIX H (FIELDNOTES).....	208
I. APPENDIX I (INTERVIEW TRANSCRIPT).....	222
J. APPENDIX J (PHOTOGRAPHS).....	237
K. APPENDIX K (LETTERS).....	240

LIST OF TABLE

	PAGE
Table 2.1: Standard of Competency and Basic Competency of Speaking Skill for Senior High School Students Grade XI Semester Two.....	45
Table 4.1: The English Teaching and Learning Problems Concerning to the Process of Teaching and Learning Speaking of the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013.....	63
Table 4.2: The Identified Problems Based on the Urgency Level in the Teaching and Learning Process of Speaking of the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013.....	64
Table 4.3: The Urgent Problems in the Teaching and Learning Process of Speaking in the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013.....	66
Table 4.4: The Identified Problems Feasible to be solved in the English Teaching and Learning Process of Speaking in the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013.....	67
Table 4.5: The Differences in Speaking Teaching and Learning Process during Cycle I and Cycle II.....	106

LIST OF FIGURES

	PAGE
Figure 1.1: Field Note 2 of Teaching Learning Process in the Observation.....	3
Figure 2.1: Methodological Framework in Language Learning (Littlewood (1981: 85-87)).....	18
Figure 2.2: The Contextual-Communicative EFL Teaching-Learning.....	40
Figure 2.3: The Contextual- Communicative EFL Teaching and Learning Model.....	41
Figure 3.1: The Action-Research Cycle (Kemmis & McTaggart, 1988).....	51
Figure 4.2: The images used in warming-up activities.....	83

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ABSTRACT

The objective of the research is to improve the speaking skills of the eleventh grade science students at MAN Wonosari in the academic year of 2012/2013 using the Communicative Tasks.

This study was action research consisting of two cycles and used a qualitative method. The researcher worked collaboratively with the English teacher, the collaborator, and the students. The participants of this research were 21 students of class XI IPA 2 at MAN Wonosari, Gunungkidul, in the academic year of 2012/2013. The data of this study were qualitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students, the English teacher and the collaborator about the implemented actions. This qualitative data were in the forms of field notes and interview transcripts.

The results of Cycle I show that the implementation of communicative tasks and other accompanying actions (i.e. using classroom English, pair work and group work, giving feedback on students' pronunciation, etc) were successful in improving the students' speaking ability and their involvement during the teaching and learning process. However, the communicative tasks which were implemented through group work in retelling story were not successful because there were some students who were not actively engaged in the tasks/ activities. Therefore, the researcher improved that action by giving each student a different responsibility to finish the task. Meanwhile, it was shown in Cycle II that the implementation of communicative tasks through role plays and other accompanying actions (i.e. using classroom English, pair work and group work giving rewards, giving feedback on students' pronunciation, etc) were successful in improving the students' speaking skills and involvement in the English teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Problem

English becomes one of the important languages in the world. Many people from many different countries around the world use this language to communicate each other. Harmer (2007: 13) states that by the end of the twentieth century English is already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language.

In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. For SMA or MA (Senior High School) students, the goal of the English teaching is to facilitate them to communicate with the target language in the level of informational literacy. It means that the students have to be able to access the knowledge with the target language. Indonesian students also have to be able to communicate in English in daily life in both spoken and written language.

Based on that reason, teaching speaking becomes one of the important things to do to make students well prepared facing the global era. The students should be given a suitable topic and task in teaching speaking, so they are able to speak in English fluently, accurately and appropriately (Harmer, 2007: 345). This reality makes teachers think that speaking ability should be mastered by their students well.

The teachers have to be able to choose a technique that will be used in teaching speaking. It should be an interesting and attractive technique which can increase the students' motivation and ability. If the teaching and learning process is not interesting enough, they will be less motivated and less confident. So the students will not be able to speak in English.

As known that English has four skills; they are listening, speaking, reading and writing. Teaching English should be covered all those skills as equally as possible to get the best achievement of the students. Unfortunately, in English class in MAN Wonosari, especially in the Eleventh Grade science, the teacher emphasizes more on three skills only. Those are listening, reading, and writing skills because those skills are tested in the national examination (UN). The teacher does not give big attention to the speaking skill so the students were not accustomed to speaking in English because their teacher does not do it in the class.

Based on my observation which was conducted on Monday, 17th September 2012, there was only one communicative activity in the classroom that made the students actively talk in English. It was only making a dialogue in pairs. They also had less interest in speaking English because the techniques that were used by the teacher were not varied and interesting. It was indicated by the students' attitude when the teacher delivered the materials. When the teacher was writing the materials on the whiteboard, most of the students talked to their classmates and some of them put their heads on the tables. The techniques in delivering the lessons were also monotonous. The classrooms activities are just to listen to the

teacher's explanation, read the material given, and translate the text. They made the students bored and unmotivated.

The teaching and learning process of English especially speaking skills was monotonous, there was no variation in the teacher's performance. The teacher just used tasks more from a handbook that lacked in communicative activities or tasks for speaking subjects. It gave the students a little opportunity to practice speaking, so their speaking ability did not improve. All these phenomena can be seen in the field note below.

Day and date: Monday, September 17th 2012

Place : The eleventh grade science of MAN Wonosari

It was 12.02 PM when I arrived at school. I directly met the headmaster to consult my visit to the school. He is Mr. Andar Prasetyo. It did not take a long time to talk about my goal visiting the school because I have got the permission from the school before.

After talking with the headmaster, I was suggested to go to the teacher room to meet the English teacher, Mrs. Fitri Wahyuni. She had already known that I would like to conduct the observation in her classroom. The time showed that the lesson would be started so that I followed the teacher to enter the class to do an observation. The teacher asked me to sit on the empty chair and greeted the students. After that, the teacher introduced me to the students.

While the teacher was introducing me, there were two students who came late. The teacher did not ask anything to those students and they directly sat on their chairs. The teacher permitted them to enter the class because she had already known that they had just finished *shalat dzuhur*.

Some students requested me to introduce myself in front of the class. When I was introducing myself, there was only one student who asked some questions to me using English. He was Eko. He asked some questions, such as, "Your nick name, Miss?" and "How many your hair?" Although the last question was illogic but I appreciated it as an effort to communicate in English.

After I introduced myself, the teacher started the lesson. It was about "Asking for and offering advice". She asked to the students what asking for and offering advice was. Some of them answered it together so the teacher could not listen to it clearly so she pointed one of them to answer her question. She answered, "*Anu Bu, ngasih saran gitu lho Bu*". The teacher said that it was right and explained about the material without any model text.

After explained the material, the teacher asked to the students to give an example of asking for and offering advice. But there was none of them who could make it. The teacher realized that the students did not understand well so she explained using English and Indonesian and she also gave some examples in the form of dialogue about asking for and giving advice. The teacher wrote the dialogue

on the whiteboard. While she was writing, most of the students talked to their classmates. The teacher did not give any rebuke to them and continued to write the dialogue. This is the dialogue which was written by the teacher:

Situation : A husband and a wife are talking at breakfast.

Wife : Darling, the hair-dryer I bought yesterday isn't working. What do you think I should do about it?

Husband : Why don't you try taking it back to the store?

Wife : Well, I was thinking of that, but don't you think could look at it first?

Husband: OK, but not now. Maybe later.

After finishing the writing, the students just started to write the dialogue. There were some students who put their heads on the tables and talked to their friends while they were writing the dialogue. After they had finished their writing, the teacher asked them to underline the expressions of asking for and offering advice which were in the dialogue. The teacher gave time to them as long as five minutes to find those expressions. After that, the teacher asked Eko to do the task in front of the class and followed by Suparyadi and a representative from female students. While answering the task, there were two students who came to the class. They wanted to borrow the attendance list of that class. They said that it would be used by university's students who did KKN/ PPL in that school.

After the students answered the task and doing correction together, the teacher commanded them to write a problem that they had in a piece of paper. After that, they were asked to change their works to their friends to be given a solution and formed into a dialogue. The teacher gave them 15 minutes to do that. All the students had finished the task; the teacher asked a pair of students to practice the dialogue in front of the class. This is one of the examples of a dialogue made by two students. They practiced it in front of the class. There were many mistakes on the dialogue such as **incorrect grammar**, inappropriate diction, and **misspronounce** words.

Eko : Nur, what are you doing?

Nur : **I write** my diary. Why?

Eko : **You are look** so sad. What happened?

Nur : **Mrs. Fitri angry** with me. I **cannot** do the test.

Eko : Oh I see. You're great at English but I also fell the same **like** Mrs. Fitri. You got 5 on the last test. How **can**?

Nur : I **don't study** last night. I **think** I **know** the **material** but in fact I got 5.

Eko : You should **study** and read the material **although** you know it. Don't be like that **again**.

Nur : OK thank you.

Another pairs would perform in the next session because the time was up.

At 2 p.m. the bell was ringing and the teacher closed the lesson on that day by saying a prayer together.

After praying, the teacher said goodbye to the students and I followed the teacher to her room to talk about the observation at that day. By looking at the whole teaching and learning process, the teacher and I found some problems. The

teacher and I decided to minimise those problems by having communicative task to improve their skill especially speaking skill. After analyzing some problems and deciding which problems which will be solved, and then I asked permission to go home.

Figure 1.1: Field Note 2 of Teaching Learning Process in the Observation

After doing the observation, the teacher and I analyzed the teaching and learning process and we concluded that the factors which made teaching speaking failure were lack of vocabulary, low motivation, less confidence, and monotonous technique. We decided to concern more on the technique that was monotonous, so I provided an interesting technique in the teaching of English speaking that is covered in communicative tasks.

Communicative tasks give an opportunity to the students to use the target language in the interesting and enjoyable situation. This kind of task also can improve the students' speaking ability if the students feel fun and they are motivated to learn English. Communicative tasks can be games, role play, information gap and many others which can make the students are interested in learning English especially in the speaking skills.

For these reasons, I am interested in analyzing the use of communicative tasks especially games, role play and information gap in teaching speaking for the students of the eleventh grade science at MAN Wonosari. I also want to know the advantages and the problems encountered by learners and teachers in using them.

B. Identification of the Problem

From the observation, I find out that there are some problems related to the process of teaching and learning English of the eleventh grade science students of

MAN Wonosari. Based on the fact, there are four problems in the teaching learning process.

The first problem concerns with how the teacher prepares, delivers and evaluates her teaching learning process. A good teacher has to manage the activities from preparing until evaluating well and manage the learners in the classroom in different ways during the lesson. It means that he or she should treat the learners and the activities in different ways of each stage of different lessons. It aims to make the learning process more interesting. However, in preparing the lesson, the English teacher of the eleventh grade science of MAN Wonosari looks attentively at students' needs and ability but she does not use the interesting and communicative technique. She only adopts the materials from a textbook to teach the students. She does not evaluate the whole teaching and learning process carefully.

The second problem concerns with how the students behave and respond toward the English lesson, especially in the speaking class. The students in the speaking class must be more active than the teacher. However, the students of the eleventh grade science of MAN Wonosari are not creative enough in finding their own way to be able to speak in English better than before. They rarely use English inside the class, and even outside the class they never use English at all. Inside the classroom they are passive students.

It becomes one of the problems which is faced by the teacher and she should find ways to motivate the students to be more active in speaking English. Relating to the students, the other problem is the students' competence, especially their

mastery on vocabulary, pronunciation and grammar. An active student should bring a dictionary so if he or she finds some difficult words, it will be easier for him or her to know the meaning of the difficult words. However, the students of the eleventh grade science of MAN Wonosari tend to be passive. They do not have bravery to express their feeling. They rarely check or read the dictionary when they face some difficult words. They only ask to the teacher or their friends.

The third problem concerns on how the tasks and activities are done in the classroom. The speaking tasks which are done in the speaking class have to motivate the students to speak English. However, the tasks which are used by the teacher of the eleventh grade science of MAN Wonosari do not motivate the students at all. The students are not interested in doing the tasks. They feel bored with the activities and have many difficulties in doing the tasks.

The fourth problem concerns on how the classroom is managed by the teacher. The classroom must be managed well by the teacher in creating good environment to promote students to be able to speak in English fluently, accurately, and appropriately. But, it is not done in the eleventh grade science of MAN Wonosari. The arrangement seat is static and students are not comfortable with that. They only sit on their chairs and never do movement so they feel bored.

Some of the students are willing to speak in English while the others just keep silent and become passive students when they are doing some tasks or activities. In addition, there are some students who like disturbing others and some of them do not pay much attention to the teacher.

C. Limitation of the Problem

It is clear that appropriate techniques are important in the teaching and learning process. There are various kinds of techniques used in teaching and learning English. One of the most popular techniques applied in classroom activities is communicative tasks. In relation to the learning by playing principles, communicative tasks, like games, role play, and information gap can invite students' interest and decrease their nervousness to speak English.

Finally, the teacher and I agreed that the research focused on the students' speaking skills improvement. We mainly focus on the use of communicative tasks especially games, role play, and information gap as the techniques of the teaching learning in improving the students' speaking skills in English teaching-learning of the eleventh grade science students of MAN Wonosari in the academic year of 2012/ 2013. The limitation is taken because there are many aspects that affect the students' English mastery. It is impossible to solve all aspects since the researcher does not have enough time to access and to cover all of them.

D. Formulation of the Problem

Based on the problem limitation, the problem is formulated as follows: how the eleventh grade science students' speaking skills at MAN Wonosari can be improved by using communicative tasks.

E. Objective of the Research

The objective of the study is to improve the eleventh grade science students' speaking skills at MAN Wonosari by using communicative tasks.

F. Significance of the Research

The result of this research is expected to give some theoretical and practical advantages.

1. Theoretical significance

The findings of the study may verify that the validity of theories that communicative tasks can improve students' speaking skills.

2. Practical significance

The result of this research is beneficial:

- a. for the researcher that the research is able to give a practice in developing her knowledge and skill in problem-solving processes,
- b. for the English teachers in MAN Wonosari that the research can be used as a source of information about ways to improve the students' speaking ability,
- c. for the principal of MAN Wonosari that the research will help him to improve his understanding about EFL learning processes. Such understanding will encourage him to facilitate any efforts to improve the EFL learning processes,
- d. for MAN Wonosari students that the research will make them more interested and motivated to learn and to speak English,

- e. for other researchers that the research is able to give general knowledge of how to improve students' speaking ability. The research also can be used as the foundation for the next research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter will talk about some theories related to the topic of the study. Review of the theories will cover the discussion on teaching English as foreign language, communicative language teaching, speaking, and the teaching of speaking skills in Senior High School. This chapter will also present conceptual framework of the study.

A. Literature Review

This chapter is presented in six headings: teaching english as a foreign language, the theory of communicative language teaching, the nature of speaking skills, teaching speaking, the teaching of speaking skills in senior high school and assessing speaking.

1. Teaching English as a Foreign Language

The term of English as a foreign language is related to the foreign language learning context proposed by Brown (2001:116). According to him, learning a language in the foreign language context is learning a nonnative language in one's own culture with few immediate and widespread opportunities to the use of language within the environment of one's own culture, and those in which learners do not have readymade context for communication beyond their classroom.

The characteristics of the foreign language learning context are different from those of the second language learning context. The language input of this context

is very limited. English is used in the formal and social environment. The motivation of learning is just instrumental or integrative. The purpose of learning is travelling abroad, communicating with native speakers, reading foreign literature and reading scientific and technical works.

a. Language Teaching and Learning

Teaching and learning are related to each other. To learn is to know something while to teach is to let learners know something. Language learning cannot be separated from language teaching. Brown (2001:7) states that teaching cannot be defined apart from learning; teaching is guiding and facilitating learning. In the context of language learning, teachers should be able to guide and facilitate students to use the language in communication. Teachers should be able to design activities that enable the students to use the language as if they are in a real communication situation. He also extracts many components of learning, they are presented below.

- 1) Learning is acquisition or “getting”.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a changing of behavior.

b. Language Teaching Method

Teaching English as a foreign language needs a set of methods, because learning foreign language is not an instant process. The method that is chosen by a teacher to be implemented in the teaching learning process might be different from one another.

Brown (2000:14) says:

"There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique, and every context is unique. Every learner- teacher relationship is unique, and every context is unique. Your task as a teacher is to understand the properties of those relationships. Using a cautious, enlighten, electric approach, you can build a theory based on principles of second language learning and teaching".

Before choosing a particular method for teaching foreign language, a teacher should consider the learners' background. Therefore, an observation towards the learners before a teacher conducts a class is needed for a teacher to provide a good learning condition. It is also important for a teacher to have a good relationship with students.

2. Communicative Language Teaching

Communicative language teaching is best understood as an approach, not a method (Brown, 2002: 266). Theoretically, approaches and methods are different. Harmer (2007) defines approach and methods as different term. Harmer states that an approach describes how language is used and it offers a model of language, competence, while a method is the practical realization of an approach. Meanwhile, Brown (2002: 169) defines a method as a plan for presentation of language based on an approach. In other words, a communicative language teaching can be said as a communicative approach.

In a communicative approach, students should be involved actively in the process of teaching and learning. Harmer (2007) states that activities in a communicative approach involve students in real communication, the grammar is less important than the communicative activities. However, it does not mean that

grammar is not important in the teaching and learning process. The main point of the communicative approach is that the students are able to communicate actively in the real communication.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006: 2).

a. The Characteristics of Communicative Language Teaching

Brown (2000: 266) proposes four characteristics of communicative language teaching as follows:

- 1) Classroom goals are only focused on all of the components of communicative competence and not in grammatical or linguistic competence.
- 2) Language techniques are aimed to engage learners in the authentic, pragmatic and functional use of language for meaningful purposes.
- 3) Fluency and accuracy is important in the process of communicative classroom. Sometimes, fluency is regarded more importance than accuracy in order to engage learners in the language use.
- 4) In the communicative classroom, learners have to use the language, communicatively, productively and receptively without rehearsing.

b. The Principles of Communicative Language Teaching

Morrow (1981:59-66) states that a consistent methodology requires an underlying set of principles in the light of which specific procedures, activities, or

technique can be evaluated, related and applied. Morrow proposes five principles as follow:

1. Know what you are doing

This principle answer learners' question of "Why am I learning this or that?" or "What am I learning to do?". It means that at the end of the lesson learners should get 'something' that they do not have at the beginning or they can do 'something' that they cannot do at the beginning. Morrow (1981: 61) emphasizes that the 'something' here is communicatively useful.

2. The whole is more than the sum of the parts

The communicative model will operate with stretches of language above the sentence level and relate to the real language in real situation. The principles may lead to procedures which are both analytic and syntactic. The analytic procedure will introduce complete interaction of the text and focus on learning purposes on the way they are constructed. The synthetic procedure involves learners in learning forms individually and then practicing how to combine them. Both procedures are made to share the same concern as the 'whole rather than the parts'. A communicative language teaching is usually making use of the two procedures.

3. The processes are as important as the form

The develop students' ability in communicating with the target language; a teaching method can replicate as far as possible the real processes of communication. Three processes can be used in the English teaching and learning process to make teaching more communicative than technical.

a) Information gap activity

In real communication, it happens between the two or more people, one of whom knows something that is unknown to the others. A communication process is aimed at bridging this information gap. The concept of information gap is one of the fundamental principles in the communicative language teaching. The teachers can set up a situation with the existence of the gap to motivate students to do the real communication with the target language to bridge their information.

b) Choice

In the communication, participants have choice, both in term of what they will say and more particularly, how they will say it. From the speakers' point of view, in communicating with other they need to choose not only the idea he wants to express at the moment, but also what linguistic construction and form are the most appropriate in expressing them. In communicative language teaching, the exercise to practice this aspect of communication must be designed.

c) Feedback

In real communication, for achieving the aim of exchanging information, the speaker and listener need to pay attention to each other. When the speaker delivers the message, the listener must pay attention to and evaluate the message and then give responses to the speaker. When the responses are given, the speaker will evaluate them and give the listener feedback. This natural process in communication is adapted in the language teaching.

In conclusion, the development of any procedure for applying the communicative language teaching must integrate the above three processes.

4. To learn it, to do it

The term of ‘meaningful practice makes perfect’ comes up from involving students in every practice in the classroom. In learning a language communicatively, students can learn to communicate only by practicing communicative activities.

5. Mistakes are not always mistakes

The communicative approach is encouraging students to make mistakes. The first reason is the assumption that little mistakes of grammar and pronunciation do not really break down the communication. The second reason, the communicative approach forces students to take a part in the activities for which they have not been prepared. This last principle “mistakes are not always mistakes” means that when students have made something wrong or mistakes in the instructional process, it is not always a mistake for them. Learners make mistakes because they were trying to do something they had not been told or shown. On the other hand, a communication involves using appropriate forms in appropriate way, so the language teaching must have two phases; they are learning the form and learning to use them in communication.

c. Methodological Framework of Communicative Language Teaching

The methodological framework design the communicative language teaching has been proposed by Littlewood (1981: 85-87). He suggests the useful methodological framework in language learning as follows.

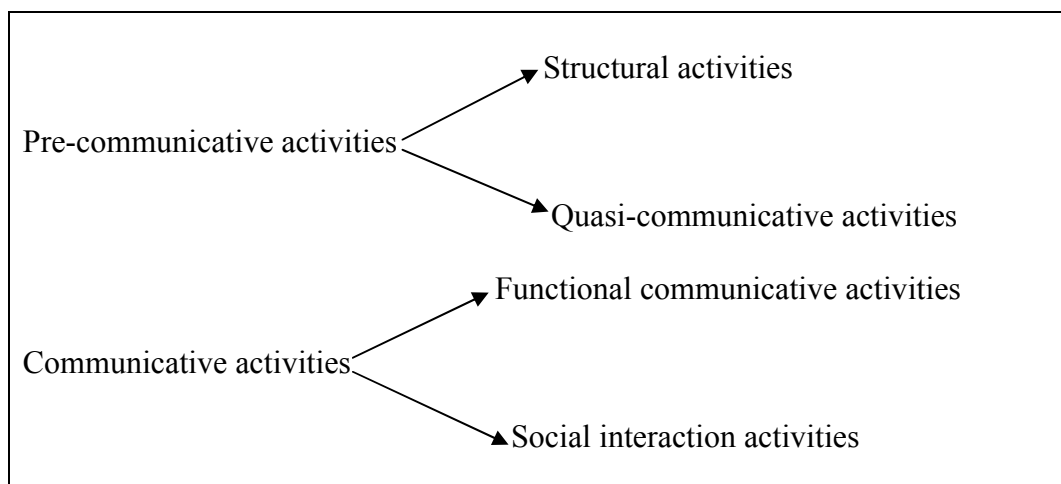


Figure 2.1: **Methodological Framework in Language Learning**
(Littlewood (1981: 85-87))

1. Pre-communicative activities

Pre-communicative activities are divided into structural activities and quasi-communicative activities.

a) The structural activities

The emphasis is on the language structure, which is grammar and vocabulary for both oral and written. In this phase, students are given rules and language used for preparing the next activities, for example past tense, preposition and other structures.

b) The Quasi- communicative Activities

These activities try to link the structure given to the functional meaning. In this phase, students are taught language expressions, for example the expressions for suggesting, accepting or refusing help, etc. In these activities, students will be able to use structure (for example gerund) and also expressions.

2. Communicative activities

Communicative activities are divided into the functional activities and social interaction activities.

a) The functional activities

In this level, students will be placed in the situation where they must perform the task as best as they can. So, they will try to use the language at this stage. The criterion of the practice is very practical.

b) Social interaction activities

In this social interaction activity, students are encouraged to consider the social context in order to develop greater social acceptability in the language they use. There should be information or opinion or attitude gap in the activity. The examples of the technique used in the activities are interviews, role-plays and simulations.

3. Tasks

According to Nunan (1989: 11), task is a piece of meaningful-focused work involving learners in comprehending, producing and / or interacting in the target language, and that tasks are analysed or categorised according to their goals, input data, activities, settings and roles.

Task is divided into two types, they are communicative task and non-communicative task. Nunan (1989) states that communicative task is classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the

intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. Meanwhile, non-communicative tasks do not have the above features. Here, I presented non-communicative tasks in the Narrative materials discussion, which explained about the linguistic features of Narrative text, such as grammar record task. It discussed part of speech as the supporting materials in Narrative text.

In addition, Nunan (1989:10) says that the learners' attention is principally focused on meaning rather than form. CLT has often been criticized for giving priority to fluency and not accuracy. This interpretation derives from the fact that when learners communicate in the classroom their performance is evaluated according to communicative effectiveness (Littlewood, 1981). Nunan's definition may be seen to reinforce the frequent misunderstandings about the roles of accuracy and fluency in CLT.

4. Speaking

This sub-chapter describes important matters concerning speaking. It is presented in five parts. These are definitions of speaking, features of spoken language, aspects of speaking skills, speaking as a macro skill, and speaking as a micro skill.

a. Definitions of Speaking

Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part in language learning. It needs the

speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech to express meanings to other people (Spratt, Pulverness & Williams, 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, the speakers of English have to be able to speak in different genres and situations (Harmer, 2007).

There are two basic genres of speaking related to its function (Brown & Yule, 1983 in Richards, 2008, and Nunan, 1999). The first genre has transactional function in which the main purpose of speaking is to convey information and facilitate the exchange of goods and services. Then, the second genre has interpersonal or interactional function in which the purpose is to maintain good relation between two people. In addition, (Thornbury, 2005) suggests four other speaking genres, which are interactive, non-interactive, planned and unplanned speaking. The example of interactive speaking is when people buy a food at a shop, whereas when people leave a message on an answer machine can be categorized as non-interactive speaking because there is no interaction between two people or more. The examples of planned speaking genres are such as a lecture, sermon, and speech. Meanwhile, the unplanned speaking is when people meet and do a conversation with somebody in the street.

b. Features of Spoken Language

Harmer (2007) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be

able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speakers is saying. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

On the other hand, most of the EFL (English as Foreign Language) students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown (2001) has identified them. The first factor that makes the speaking difficult is clustering, because a fluent

speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction.

The fifth factor is the colloquial language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as ‘Cup of coffee?’ instead of ‘Would you like a cup of coffee?’. Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as *here’s* and *that’s*, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like *here is* and *that is*. Finally, some words in writing are used differently in speaking. For example, the word ‘however’ is more common in writing than in

speaking, and ‘started’ is much more common than ‘began’ in speaking (Harmer, 2001a).

c. Aspects of the Speaking Skill

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1999) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2007) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language ‘on the spot’.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as ‘Cup of coffee?’ instead of ‘Would you like a cup of coffee?’ Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as *here’s* and *that’s*, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like *here is* and *that is*. Finally, some words in writing are used differently in speaking. For example, the word ‘however’ is more common in writing than in

speaking, and 'started' is much more common than 'began' in speaking (Harmer, 2001: 13).

d. Speaking as a Macro Skill

Nunan (1989: 22) mentions that there are four macro skills in language use. They are listening, speaking, reading and writing. In real life as in classroom, most task of any complexity involves more than one macro skill. They are occasions, certainly, when one is simply listening, speaking, reading or writing to the exclusion of the other skills.

Brown (2003) states the following skills as the macro skills of speaking.

- 1) Accomplishing appropriately communicative functions according to situations, participants, and goals.
- 2) Using appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 3) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings
- 5) Developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Nunan (1989: 39) identifies speaking as an activity to carry out conversation in the target language. The mastery of the art of speaking is an important aspect in learning a second and a foreign language.

e. Speaking as a Micro Skill

Related to components in speaking, Brown (2003: 142-143) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows.

- 1) Producing chunks of language of different lengths.
- 2) Orally producing differences among the English phonemes and allophonic variants.
- 3) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Producing reduced forms of words and phrases.
- 5) Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Producing fluent speech at different rates of delivery.
- 7) Monitoring your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- 8) Using grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

- 9) Producing speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Expressing a particular meaning in different grammatical forms.
- 11) Using cohesive devices in spoken discourse.

Meanwhile, according to Nunan (1989: 32), speaking as a macro skill can be subdivided into some micro skills. The learners can be said successful in speaking if they can develop the following skills.

- 1) The ability to articulate phonological features of the language comprehensibility.
- 2) Mastery of stress, rhythm, intonation and pattern.
- 3) As acceptable degree of fluency.
- 4) Skills in talking short and long speaking turn.
- 5) Skills in the management of interaction.
- 6) Skills in negotiating meaning.
- 7) Conversational listening skill (successful conversations require good listeners as well as good speakers).
- 8) Skills in knowing about and negotiating purposes for conversations.
- 9) Using appropriate conversational formula and fillers.

5. Teaching Speaking

a. Teacher's Roles during the Speaking Lesson

There are three teacher's roles during the speaking lesson as Harmer (2007: 347-348) states. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done

supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2007). The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2007). The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

On the other hand, Riddell (2003) proposes teacher's roles in a speaking lesson based on the learning cycles—before, during, and after the lesson. Before the speaking lesson, the teacher should know the aims of the activity. Besides, the teacher should choose activities that are suitable for the students' levels and interests, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems the teacher and students might have. Meanwhile, before the lesson, the teacher should give very clear instructions with an example of the activity if possible. The task should be clear and the students need to know

exactly what the teacher wants them to talk about. Then, the next role is as the monitor of the activity which is done during the speaking lesson. The teacher should monitor the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and that a group does not finish the work far too quickly. However, the teacher is not monitoring in order to join in, and she/he is not monitoring to interrupt with error correction. Then, after the speaking lesson, the teacher should give feedback. She/he can select certain students to give some feedback to share some of what she/he has talked about.

b. Principles for Designing Speaking Technique

Brown (2001) notes seven principles for designing speaking techniques. The first principle is that the teacher should use techniques that cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The second principle is that the teacher should provide motivating techniques which can encourage the students' motivation to learn English intrinsically. Third, the teacher should encourage the students to use the authentic language during the speaking activities so that the activities will be meaningful for them. Fourth, when the students make some mistakes during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities. Fifth, the teacher should integrate listening activities during the speaking activities because speaking and listening are assimilated. Sixth, the teacher should also give the students some opportunities to initiate oral communication by asking questions or

engaging them in a conversation. The last, the teacher should encourage the students' speaking strategy development of speaking strategies because usually the students are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrases for structures that someone cannot produce, using formulaic expressions, such as 'How much does it cost?', and using mime and nonverbal expressions to convey meaning.

c. Types of Spoken Activity

Gower, Phillips, and Walters (1995) divide types of spoken activity into three, namely controlled, guided, and creative or freer activities. In controlled activity, the students can be given repetition practices or set of sentences prompted by pictures or word cues in which the aim is to improve the accurate uses of words, structures, and pronunciations and to foster confidence. In guided activity, the teachers can give model dialogs which the students can talk about themselves and to communicate their own needs and ideas. In this activity, the students can carry out the tasks using language which has been taught. In creative activity, on the other hand, the aim is to give either creative practices opportunity for predicted language items or general fluency practices where the specific language focus is less relevant. Moreover, the activity can increase the students' motivation since the students talk about themselves and help bridge the gap

between the artificial world made in the classroom with its controlled language practice and the real world outside.

In addition, Brown (2001) divides types of classroom speaking performance into six, which are imitative, intensive, and responsive speaking performances, transactional and interpersonal dialogs, as well as extensive monologs. In the imitative speaking performance, the purpose of the speaking activity is to focus on some particular elements in language forms, not for a meaningful interaction. One kind of imitative activities is drilling. By drilling, the students can get an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties. Besides, it offers limited practices through repetition and allows students to focus on one element of language in a controlled activity. Also, it can help students to build certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

In an intensive speaking performance, the activity is designed to practice some phonological or grammatical aspects of language. Meanwhile, in an responsive speaking, the common activity is a kind of short replies from the teacher's questions or students' questions and these replies are not extended into dialogs. On the other hand, a transactional dialog which is the extended form of responsive speaking is carried out for the purpose of conveying or exchanging specific information. The next speaking performance, the interpersonal dialog has the purpose for maintaining social relationships. In doing interpersonal dialogs, the students need to learn some features that may be involved in the dialogs such as a casual register, colloquial language, emotionally charged language, slang,

ellipsis, sarcasm, and a covert 'agenda'. Finally, extensive monolog is given to intermediate to advanced students in the forms of oral reports, summaries, or short speeches.

In addition, Riddell (2003) divides speaking activity into six. The first activity is ranking, such as putting items in a particular order, for instance, if the topic is travel, students can rank it from the most to the least comfortable. The point of ranking is that there is no correct answer since it is designed to promote discussion. The second activity is debate in which it requires the students' ability to give opinions and justify them. However, debate can be organized only for high-level classes. The third activity is a survey or a questionnaire which requires the students to find out information and report it. The fourth activity is describing a picture that can be a good way to allow the students with imagination and sufficient language to extend their normal classroom speaking. The fifth activity is a role play. A role play can work at any levels of students. The sixth activity is a students' talk that is good for more advanced level of students. Meanwhile, the last activity is discussion. In the discussion activity, the teacher can give the topics based on the students' interest in a relaxed way to promote students' fluency, but she/he has to make sure that the students have something specific to talk about and that she/he does not dominate the speaking more than the students.

Harmer (2007: 348-353) also categorizes speaking activity into six: acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play. The first activity is acting from a script which includes play script and acting out dialog. In these activities, the teacher can ask the

students to act out scenes from plays and or their course books. However, the teacher should notice that before the students reach the final performances, she/he should give feedback on appropriate stress, intonation, and speed so that this acting out activity is both learning and a language producing activity.

The second activity is communication games which are divided into information gap games, and television and radio games. Information gap games can be done by giving each student different information so that they have to communicate with the other students, either the games are set in pairs or in groups, in order to find the complete information. Meanwhile, the television and radio games, which are adopted from television and radio, such as ‘Twenty questions’, ‘Just a minute’, and ‘Fishbowl’, often provide the students with good fluency activities.

The third activity is discussion. The discussion activity ranged from highly formal, i.e. the whole-group staged events, to informal, for example the small-group interactions which include a buzz group, an instant comment, a formal debate, an unplanned discussion, and a consensus building. In the buzz group, the teacher can ask the students to predict the content of a text. On the other hand, in the instant comment the teacher can train the students to respond to a given topic fluently and immediately. In the formal debate, the teacher should give the students time to prepare their arguments so that the debate can run successfully. In addition, the teacher can also give an unprepared discussion for the students which sometimes provide the most enjoyable and productive speaking but the

success of the activity depends on the way the teacher asks the students to do the task.

The fourth activity is called prepared talks in which the students are asked to make a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation, but it is more writing-like activity. Therefore, the teacher should give time for the students to prepare the talks and to rehearse their presentations.

The fifth activity is questionnaires. Here, the questionnaires are the same as surveys. This activity is useful because it is pre-planned so that both questioner and respondent have something to say to each other.

The last activities are simulation and role-play. When the students are doing simulations and role-plays, they need to know the situations and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations.

d. Approaches to the Teaching of Speaking

There are several approaches to the teaching of speaking. Thornbury (2005) proposes two kinds of approaches to teach speaking which are task-based and genre-based approaches. Task-based approach is an approach that foregrounds the performance of the tasks and the focal attention is on the linguistic component of the task. This approach is motivated by the belief that language is best learned by using it, rather than learned and used it. In addition, Willis in Thornbury (2005) argues that task-based approach is based on the belief that out of fluency comes

accuracy and that learning is prompted and developed by the need to communicate.

On the other hand, in the genre-based approach which is to replace the task-based approach is aimed at providing the real uses of a language in a social context. Such uses can be given by establishing the social purpose and cultural context of the genre. Then, it may be followed by giving the presentation and analysis of a typical example before the students attempt to create their own example.

Dealing with genre-based approach, Feez and Joyce (1998) in Richards (2006) describe the phases of the approach. The first phase is building the context in which the students are introduced to the social context of an authentic model of the text type being learned, explore features of the general cultural contexts in which the text type is used and the social purposes the text type achieves, and explore the immediate contexts of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learners' needs. These context-building activities can be provided by presenting the context through pictures, audiovisual materials, realia, excursions, field trips, guest speakers; establishing the social purpose through discussions or surveys; giving cross-cultural activities, such as comparing differences in the use of the text in two cultures; and comparing the model text with other texts of the same or a contrasting type, e.g., comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase which is called modeling and deconstructing the text, the students are asked to investigate the structural patterns and language features of the model and compare the model with other examples of the same text type. This phase can be undertaken at the whole text, clause, and expression levels.

The third phase is joint construction of the text. In this phase, the students begin to contribute to the construction of whole examples of the text type whereas the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently. There are some activities that can be used in this phase such as the teachers questioning, discussing and editing whole class construction, then scribing onto board or overhead transparency, skeleton texts, jigsaw and information gap activities, small-group construction of texts, dictogloss, and self-assessment and or peer-assessment activities.

The fourth phase is independent construction of the text. In this phase, the students work independently with the text in which their work will be used for achievement assessment. The activities that can be included in this phase are a) listening tasks, e.g., comprehension activities in response to live or recorded material, such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, b) listening and speaking tasks, e.g., role plays, simulated or authentic dialogs, c) speaking tasks, e.g., spoken presentation to class, community organization, or workplace, d) reading tasks, e.g., comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining

material on a worksheet, answering questions, and e) writing tasks which demand that students draft and present the whole texts.

The last phase is called linking to related texts. In this phase, students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar context, future or past cycles of teaching and learning, and activities which link the text type to related texts, such as a) comparing the use of the text type across different fields, b) researching other text types used in the same field, c) role-playing what happens if the same text type is used by people with different roles and relationships, d) comparing spoken and written modes of the same text type, and e) researching how a key language feature used in this text type is used in other text types.

In addition, Harmer (2007) proposes communicative language teaching as one of approaches to the teaching of speaking. This approach comes from many beliefs on language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, the students have to be aware of the need for appropriateness or the formality of the language when they talk to others. Moreover, this approach put attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. The last, the important point of this approach is that language is learned not only by knowing it but also by using it to communicate.

The other approaches can be categorized based on the speaking functions which are transaction and interaction. These speaking functions are used as the consideration for the teacher before she/he teaches speaking to the students. When the teacher wants to use a conversation, she/he should consider the primary basis of how that conversation lesson would proceed. Meanwhile, there are two complementary approaches in teaching conversation, indirect and direct approach. In the indirect approach, the focus is on the use of communicative activities to generate conversational interaction, whereas in the direct approach, the focus is on the use of specific aspects of conversational management. The examples of indirect approach are creating conditions for oral interaction through group work, task work, and other strategies. Then, the examples of indirect approach are turn-taking, topic management, and questioning strategies (Richards, 1990 in Richards, 2008).

Considering those approaches, there are needs for skill-getting and skill-using which mean that the students need to work on several levels of knowledge and skills to develop their speaking skills. Furthermore, the teacher need to focus on not only the interactional and transactional functions, but also the various processes of conversation, such as how to perform and how to repair conversations.

e. Contextual-Communicative EFL Teaching Learning Model in Teaching Speaking

The contextual-communicative model of EFL teaching-learning is basically learner-centred, emphasizing the acquisition of EFL competencies or learning outcomes. It is believed, however, that the competency acquisition requires as a prerequisite the understanding of the intended meaning (message) expressed through the text and the learning of the language elements used to express such the meaning. This is further facilitated by practices of communication which can be conducted through communicative tasks. The teaching-learning procedure consists of 3 main parts (Warming up, Main T-L Activities, Closing), with the main part integrating the three aspects mentioned above (meaning, language, communication). The warming up section is to attract and direct students' attention and arousing their motivation. The main section is to facilitate (a) the students' understanding of the intended meaning expressed in the text, (b) the students' learning of the language elements used to express such meaning, and (c) the students' acquisition of communicative competencies (skills). This can be further summarized in Figure 2.2 below.

A. Warming Up

1. Attracting students' attention (interesting and relevant media are used, e.g. pictures, caricatures, real objects, realia)
2. Directing students' attention (involving students thorough questions-and-answer activities leading to the topic)
3. Arousing students' motivation (questions-and-answers activities leading to students' willingness to learn to acquire the intended competencies)

B. Teaching-Learning Activities

1. Content Focus: students' comprehension of the meanings of expressions used to realize the intended competency
 - a. Presentation of Input text (teacher talk, recorded dialogues, a song, comic strips, passages, specific forms of texts)
 - b. Comprehension tasks (e.g. matching, completing sentences, answering true/false questions, cross-word puzzles, rearranging paragraphs or stories).
2. Language Focus: students' learning of language elements
 - a. Pronunciation (imitating teacher's model or recorded model, imitating the song)
 - b. Spelling (blocks of letters, completing words in the lexical web, quizzes, rearranging jumbled letters into words)
 - c. Structure: rearranging jumbled words into sentences, matching, completing sentences, putting the verbs into correct forms, identifying the correct sentences.
3. Communication Focus: communicative tasks in which students practise communication using the already learned expressions to realize the competency (functions)
 - a. Semi-Guided activities: completing a dialogue or other forms of text
 - b. Free activities: quiz, games, simulation, role play

C. Closing

1. Summarizing
2. Making students aware of the usefulness of the skills to use the expressions

Figure 2.2: **The Contextual-Communicative EFL Teaching-Learning**
 Modified by Prof. Suwarsih Madya, Ph.D

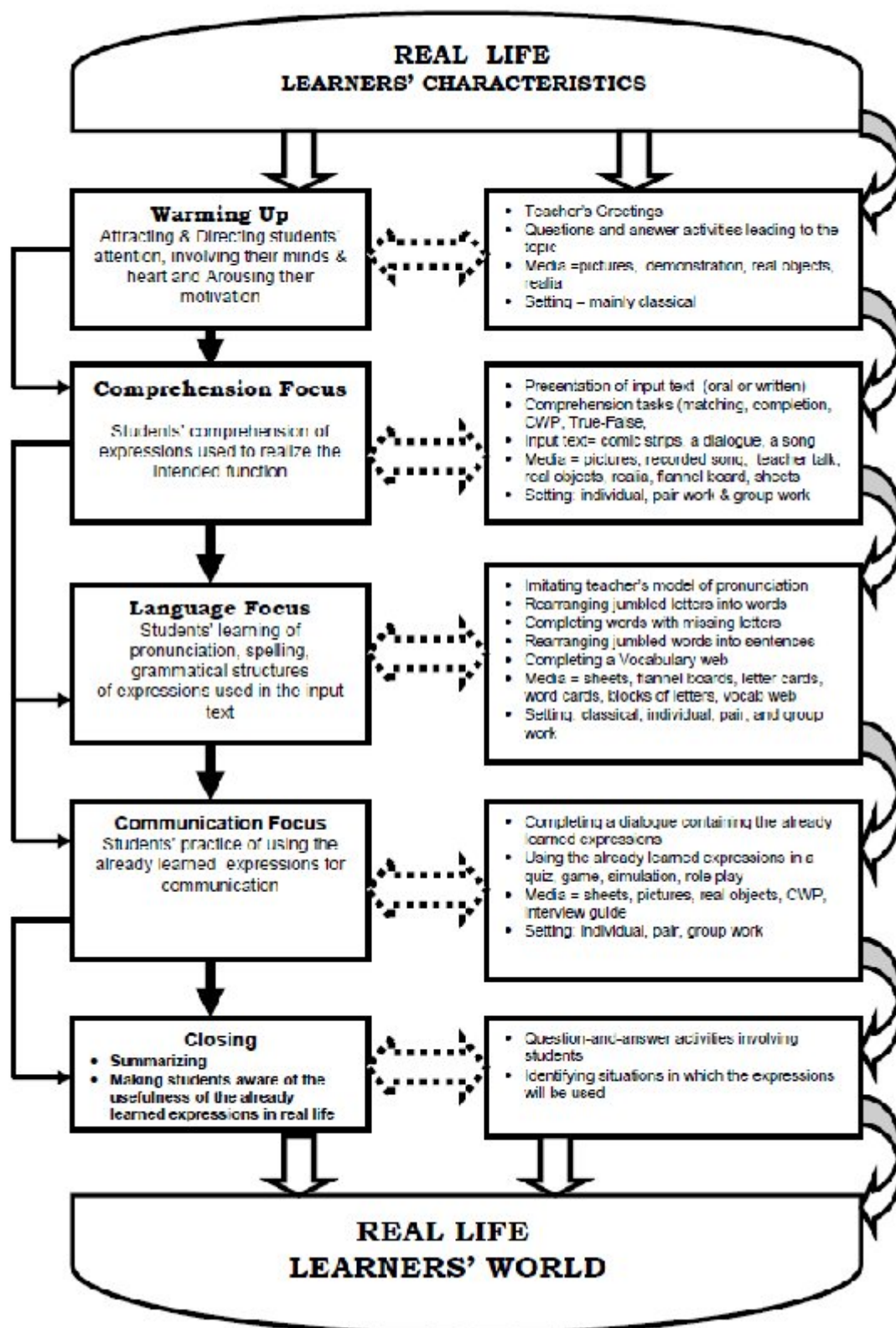


Figure 2.3: The Contextual- Communicative EFL Teaching and Learning Model

f. Feedback in Speaking

Correcting the students' speaking mistakes is important (Harmer, 2001a). However, there are some delicate decisions on how to give feedback on the students' speaking mistakes when the activities are focusing on the content, not on the language form (Thornbury, 2005). There are some ways that can be used by the teacher in giving feedback. Commonly, the teacher gives the feedback directly on the students' mispronounced words when the students are doing the repetition task. However, when the students are doing conversation/discussion activity, the teacher cannot correct their mistakes because it can destroy the flow of the conversation/discussion and the students will lose the point of the activity. In addition, Thornbury (2005) argues that interrupting the students with the teacher's correction when they are doing speaking activities can make them lose experience of self-autonomy. Besides, it can inhibit the fluency of the students by forcing them to focus on the accuracy.

On the other hand, the teacher has to watch and listen while speaking activities are taking place. She/he should note down the students' mistakes that are important to be corrected. When the activity has finished, the teacher then asks the students about the correct form of their mistakes before giving the teachers' own feedback. Moreover, the teacher has not to point out on a single student's mistake but she/he has to cover all mistakes that the students have made. Overall, there are no hard and fast rules about correcting students' mistakes. However, the general principle of watching and listening so that the teacher can give feedback later is usually much more appropriate (Harmer, 2001a).

6. Teaching of Speaking Skill in Senior High School

This sub-chapter describes important matters concerning teaching speaking in Senior High School. It is presented in two sub-headings. They constitute the characteristics of senior high school students and the curriculum of teaching speaking in Senior High School.

a. Characteristics of Senior High School Students

Senior High School students have characteristics that affect the teaching and learning process. Each learner has differences including aptitude, good learner characteristics, learner styles, language levels (beginner, intermediate and advanced) and individual variations (Harmer, 2007a: 12-13).

Furthermore, Harmer (2001: 39) says that teenagers have some characteristics. They are:

1) The search of individual identity

Learning in Senior High School is a time for students to find out the individual identity. It is about dealing with questions that arise about themselves such as “who am I?”, “what do I need?” , and other questions about their needs and wants. This situation must be responded in the right way. Explaining the significance of learning a subject influences students to get motivation.

2) Self- esteem

Self- esteem affects the achievement of students. It increases confidence. Moreover, it is gained from the acknowledgement of families, teachers and friends. In fact, the role of peers is very crucial in this age. It is most important than the attention of the teacher.

3) Distrutive Behaviour

The need of self- esteem and peer approval makes the teenagers distrutive. They do actions that invite attention from people around. Then, for teachers, this condition can be used to encourage their bravery in expressing themselves.

4) Potential

Teenagers have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them. In teaching and learning process, they need materials that can encourage them to access new knowlegde, can stimulate their creativity and can attract their attention or interest.

In accordance with Brown (2001: 108), Senior High School students have automaticity to process new materials. They formally have learned english for three years since in the Junior High School. Thus, they already have basic knowledge about English. This existed knowledge helps them to get new knowledge.

b. The Curriculum of Teaching Speaking in Senior High School

A language has a central role in intellectual, social and emotional development for students and it is a success booster in learning another subjects. Language learning should be able to assist the students to acquaint their own culture and another culture. Besides, language learning also accomodate the students presenting their opinion and emotion, participating in a society, finding and using their analytical and imaginative ability.

English is a tool to communicate orally and written. Communication is understanding and presenting information, mind, emotion, and developing

science, technology and culture. While communication ability is ability in understanding and/ or generating an oral and/ or written text which is realised in four language skills, they are listening, speaking, reading and writing. Those skills which are used to respond or create a situation in social context. Therefore, teaching English has an object to develop those skills in order to make the students who have graduated are able to communicate in English.

1) Goals of Teaching English for Senior High School

Based on the content standard which is developed by BSNP (2006), the English teaching for Senior High School students in Indonesia is aimed at 1) developing the students' oral and written communication competence to achieve informational literacy, 2) developing the students' awareness of the importance of English in improving the nation's competence in the world, and 3) developing the students' understanding of the relation between language and culture.

2) Standard of Competencies and Basic Competencies

According to the Regulation of Ministry of National Education (*Permendiknas*) no. 22, year 2006 about the standard of competencies and basic competencies for English teaching and learning process which has proposed by BSNP (2006), the Grade science or social XI Senior High School students in the first semester have to pose several speaking competencies as follows:

Table 2.1: Standard of Competency and Basic Competency of Speaking Skill for Senior High School Students Grade XI Semester Two

Standard of Competency	Basic Competency
9. Expressing meaning in formal and sustained transactional and interper-sonal	9.1 Expressing meaning in formal and sustained transactional (<i>to get things done</i>) and interpersonal (<i>to socialize</i>) conversation using simple spoken language accurately, fluently,

(Continued)

(Continued)

conversation in context of daily life.	and acceptable in the form of expressing stance, expressing love and sadness in context of daily life. 9.2 Expressing meaning in formal and sustained transactional (<i>to get things done</i>) and interpersonal (<i>to socialize</i>) conversation using simple spoken language accurately, fluently, and acceptable in the form of: expressing embarrassment, expressing anger and annoyance in context of daily life.
10. Expressing meaning in the short functional text and essay in the form of narrative, spoof and hortatory exposition in context of daily life.	10.1 Expressing meaning of formal and informal short functional spoken text using simple spoken language in the context of daily life. 10.2 Expressing meaning in essay using simple spoken language accurately, fluently, and acceptable in the form of narrative, spoof, and hortatory exposition in context of daily life.

7. Assessing Speaking

Commonly, there are two ways to assess students' speaking ability (Thornbury, 2005). The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis of an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informal testing of progress. Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take a variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

Meanwhile, assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teacher can get the students' progress or achievement on the language has been learned. However, it should be noted that testing speaking is not the same as testing grammar. Therefore, it is important to know some aspects of assessing students' speaking ability (Thornbury, 2005). These aspects are used when the teacher applies analytic scoring. The first aspects are grammar and vocabulary. In these first aspects, the students are assessed through the accuracy and appropriateness use of syntactic form and vocabulary in order to meet the task requirement at each level. Besides, they are also assessed through the range and appropriate use of vocabulary. The second aspect is discourse management. Discourse management deals with the ability to express ideas and opinion in coherent and connected speech. Also, the students' ability to maintain a coherent flow of language with an appropriate range of linguistics resources over several utterances is also assessed. The third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is interactive communication. This aspect deals with the students' ability to interact with the other students by initiating and responding appropriately. It also includes the ability to use functional language and strategies to maintain or repair interaction. Meanwhile, there are several spoken test types which are commonly

used; interview, role play, live monolog, recorded monolog, and collaborative task and discussion.

Regarding those two ways in assessing the students' speaking ability proposed by Thornbury (2005), the researcher proposes to incorporate the analytic scoring with the rating scale. The analytic scoring can be combined with the rating scale so that it is more detail in giving the students' speaking assessment. The criteria or aspects of the assessment can be the same as Thornbury's criteria, such as grammar, vocabulary, fluency, and pronunciation. Meanwhile, the rating scale can be used in each criterion so that the assessment criteria become more detail. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detail and easier.

B. Conceptual Framework

The conceptual framework of this research was made based on the theoretical review and the theories of action research. As mentioned before, teachers' view to the language is one of the important aspects of language teaching. Language teachers should realize that in real life, people learn a language in order to communicate in the language they are learning. Therefore, language learning should be viewed as the process of learning to read, listen, speak and write in the language being learnt.

In foreign language setting, people commonly think that speaking is the most difficult skill to acquire. To be able to speak in a foreign language, learners must practice speaking it.

It is believed that teachers are those who are able to help learners improve their communicative competence, so that they can speak in the foreign language. In order to improve the speaking skill of the students a language teacher may work collaboratively to find problems and their causes and effects. Then try to solve the problem by planning, implementing, observing and reflecting the actions.

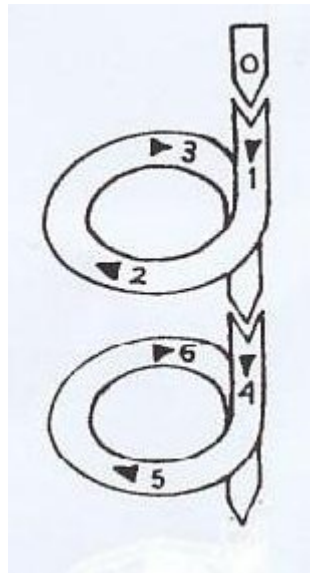
Based on the explanation above, the English teacher and I agree that we will work together to plan, implement, observe and reflect some actions in the science class. This research is aimed at improving students' speaking skill of eleventh grade science by using communicative tasks.

CHAPTER III RESEARCH METHOD

This section discusses the research design, the research setting, subject of the research, time of the research, instruments, data collection procedure, data analysis technique, research validity and reliability, and research procedure.

A. Research Design

Based on the research objectives, this research belongs to action research. Action research is “a process of using research principles to provide information that educational professionals use to improve aspects of day-to-day practice” (McMillan & Schumacher, 2010: 444). It tries to find the problems during the English teaching and learning process and then finds the solution of the problems. According to Nunan (1992) and McKernan (1996) in Burns (1999:30), action research is contextual, small-scale and localized. It implies that in doing action research, a researcher identifies and investigates problem in a specific situation. And the purpose of the action research is to make changes and improvement. Meanwhile, in another page in Burns (1999), action research is conducted in natural setting and it usually uses methods that are common to qualitative research. However, due to the nature of the data, this research used qualitative and quantitative methods. The quantitative data were used to support the findings of the qualitative ones. According to Kemmis and McTaggart in Burns (1999:32), action research occurs through a dynamic and complementary process, which consists of four essential moments. They are planning, action, observation, and reflection. The processes in action research can be shown in the schema below.



- 0 = The problems
- 1 = Planning
- 2 = Action and observation 1
- 3 = Reflection 1
- 4 = Revised plan 1
- 5 = Action and observation 2
- 6 = Reflection 2

Figure 3.1: **The Action-Research Cycle**
(Kemmis & McTaggart, 1988)

Based on the Figure, the researcher, the English teacher, and another research team member (collaborator) identified some problems, formulated a draft of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in two cycles.

B. Setting of the Research

The research was conducted in MAN Wonosari (Islamic Senior High School of Wonosari) in the academic year of 2012/ 2013. The school is located at Sunan Ampel street 3, Trimulyo 2, Kepek, Wonosari, Gunungkidul Regency. I chose this school as the setting of the research because I found some problems in teaching learning process, especially English after I interviewed the English teacher.

C. Subjects of the Research

The subjects of the research were the students of the eleventh grade science 2 of MAN Wonosari, in the academic year of 2012/ 2013. This class consisted of 15 female students and 6 male students. I chose this class as the subject of the

research randomly because the English teacher said that all of XI classes had the equal English ability and the problem about the classroom dynamic.

D. Time of the Research

The research was conducted in the second semester of the academic year 2012/2013. The observations were done on September 17th, 2012. Then, the action was conducted from February 18th to March 6th, 2013. I carried out the actions based on the school schedule which were on every Monday at 12.30 – 14.00 and Wednesday at 12.00 - 13.30. The whole actions were completed in 6 meetings.

E. Instruments

In order to gain the valid data, I used four instruments; they were rubric of the students' speaking performances, observation guidelines, interviews guideline and a cellular phone include camera on it. The rubric of the students' speaking performances was used to assess the students' speaking ability. It was used in two times, in pre-test and post-test. In this research, to observe the participation of students in the use of communicative tasks, the English teacher, the collaborator and I used the rubric that was adapted from Goh (2007). The rubric was related to the four aspects of the students performance. Those aspects were (1) phonological skill; (2) speech function skill; (3) interaction management and (4) extended discourse organization skill. Each aspect was scored 1 to 5 in which every score has different indicator; if the score is getting higher, the indicator will be more complicated.

Meanwhile, the observations guideline was used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation guideline was

used to find out the existing problems. Then, in the action and observation steps, the observation guideline was used to see the implementation of the actions. The guidelines covered three main parts which were the opening, the core, and the closing of the lesson. The opening part covered the way the teacher greeted the students and opened the lesson. The core part covered several points such as the activities during the lesson, the techniques that the teacher used, the students' involvement in the teaching and learning process, and the students' speaking ability. Then, in the closing part the guideline focused on the way the teacher reviewed the material and closed the lesson. Meanwhile, in the action and observation steps, the points of the observation guideline were almost the same as the guideline in the reconnaissance step but there were some additional points in the core part such as the students' responses toward the activities and techniques that were used by the teacher, and the students' understanding of the material.

Then, in-depth interview guideline was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guideline was used to find the existing problems in the field. Meanwhile, in the reflection steps, it was used to see the students' and collaborator responses to the implementation of the action. In the reconnaissance step, there were two kinds of interview guideline, one for interviewing the English teacher and one for interviewing the students. In the interview guideline which was for the teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' involvement during the lesson, the techniques and activities the teacher used, the materials, also the facilities and media in English teaching and learning.

For interviewing the students, the interview guideline focused on the students' perceptions of the English lesson, the difficulties in learning English, and the activities during the English lesson.

There were two kinds of in-depth interview guidelines in the reflection steps, they were for the students as the subjects of the research and the collaborator. For interviewing the students, the guideline focused on the students' opinions about the actions, the improvement of their speaking ability, and their difficulties during the activities of the actions. For the collaborator, the points of the interview guideline were the collaborator's opinion about the action, the condition of the class, and the students' involvement during the teaching and learning process.

Moreover, the camera in the phone was used to take pictures during the research. The pictures were taken in every action to show the condition of the classroom. Meanwhile, the cellular phone itself was used to record the interviews with the collaborators and the students.

F. Data Collection Procedures

The data were collected in every step. They were qualitative in nature. The qualitative data were in the forms of field notes and interview transcripts. In the beginning of the reconnaissance step, I observed the teaching and learning process and interviewed the English teacher to find out the existing problems in the field and write them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of the students' speaking ability. The data gathered from the interview were written in the form of interview transcripts.

After finding out the existing problems, the English teacher and I set plans to overcome the problems.

In the action and observation steps, the data of the field notes also were collected. The field notes were made based on the descriptions in the observation guidelines which were completed by the collaborator during I was implementing the actions. Meanwhile, the interview transcripts were made based on the interview guideline and used to give clear description about the students' responses, the students' behaviors, and the collaborators' responses about the class activities during the implementation of the actions.

Then, after all data were collected, I analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

G. Data Analysis Technique

The qualitative data, in the forms of field notes and interview transcripts, were analyzed in four steps as proposed by Miles and Huberman (1994). The first step was collecting all the data such as interview transcripts and field notes. The second step was data reduction. In this step, I selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The next step was data display. The data that had been reduced were then organized and compressed. The data display of this research was in the form of texts, field notes and interview transcripts. Then, the last step was making a conclusion drawing and verification. The conclusion was gained based on the results of the field notes and interview transcripts. Meanwhile, in making conclusion, I with the collaborators were in the field to obtain the valid findings.

H. Research Validity and Realibility

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity. Anderson et al. (1994) in Burns (1999: 161-163) has proposed some criteria to fulfill the validity of the research as follows.

1. Democratic validity which is concerned to extend in which the research is truly collaborative and allows for the inclusion of multiple voices. The researcher fulfilled the democratic validity by asking all parties involved in the research about their ideas and opinions related to the implementation of the action.
2. Outcome validity which is related to the notion of actions leading to outcomes those are successful within research context. The effective outcome is when it involves the resolution of problems and when the reframing of the problem will lead to new questions. To fulfill the outcome validity, the researcher, the English teacher, and the collaborator made reflection of the implemented actions and planned actions based on the reflection.
3. Process validity which raises questions about “dependability” and “competency” of the research. The researcher fulfilled the process validity by planning, implementing, observing, and reflecting the actions.
4. Catalytic validity which allows participants to deepen their understanding of the research by monitoring other participants. The researcher fulfilled the

catalytic validity by interviewing the collaborator and students and asking the students to give their feedback.

5. Dialogic validity which is related to the notion that the research is conducted through reflective dialogue with critical friends or other practitioner researcher.

In this research, I fulfilled democratic, outcome, process, catalytic, and dialogic validity. In conducting the research I had dialogues with the research team from planning the actions until reflecting the implemented actions. I also asked the ideas and opinions to the research team related to the implementation of actions in order to know whether the actions were successful or not and to improve the quality of the research.

To obtain the trustworthiness, I used triangulation. Burns (1999: 163) states that triangulation is a way of arguing that “different methods of investigation produce the same result then the data are likely to be valid”. Besides using multiple methods, she suggests four triangulations forms. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. However, in this research I only used time triangulation, investigator triangulation, and theoretical triangulation. This research used time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, the researcher asked collaborators to help the researcher in the reflection steps so that by having the investigator triangulation the researcher could avoid the biased interpretation. Also, this research used

theoretical triangulation since the data were analyzed from more than one perspective.

To assess the reliability of the data, I involved more than one source in gathering the data. I used the interview transcript and field notes to get the same data. I involved the research team, the English teacher and the students of grade XI of Science 2 in MAN Wonosari to obtain the data about teaching and learning processes. In addition, I enclosed the authentic data in the appendix. I also referred to many theories in conducting this research study.

Madya (2006) states that the researcher's assessment is one of the pillars of reliability in action research. To get the reliability of the data, the researcher presented the authentic data such as interview transcript and field notes, used more than one resource to get the same data, and collaborated with a collaborator.

I. The Procedure of Action Research

To carry out action research, I used the following action procedures as suggested by Kemmis and McTaggart with some modifications. The procedures are as follow.

1. Reconnaissance

In this step, the researcher observed the place where she carried out the action research. Based on the result of the observation, the researcher identified the problems that occurred during the teaching learning process. Since the social eleventh class has a big problem in mastering the speaking skill, and then the researcher focused on analyzing the problems that related to the speaking skill.

Based on the problem analysis, the researcher determined that the problem was the need of various activities to improve the speaking learning process of the science eleventh class.

2. Planning

The researcher made plans to be implemented in the action research. In this step the researcher selected some activities that were considered to be interesting activities to be implemented in improving the speaking learning process. Afterward, the researcher chose communicative task as one of the interesting ones. After that the researcher selected the task based on the consideration mentioned in the previous chapter. After the task has been selected, the researcher made preparation for the action.

3. Acting and observing the actions

In this step, the researcher implemented the actions, while the research collaborator took notes in the backside of the class to observe the students' reactions and behaviors during the activities. The research collaborator also helped the researcher to handle the students' disruptive behaviors. It was done by approaching the students or giving a warning. For example, when there was a student who walked around the class, the research collaborator approached him and asked him to go back to his seat, etc. Sometimes, the research collaborator walked around the class to help the researcher to check the students' works by approaching and facilitating them by giving a problem solution related to the topic.

4. Reflection

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes.

At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

CHAPTER IV

RESEARCH PROCESS, FINDINGS AND DISCUSSIONS

This chapter presents important matters concerning on research process, findings and discussions. There are three headings in this chapter. The first is reconnaissance, the second is the report of Cycle I and the third is the report of Cycle II. Reconnaissance reviews the identification of the field problems and the identification of the field problems to solve. The next section presents the plan, action and observation and also reflection of Cycle I. The last section reports the plan, action and observation and reflection of Cycle II.

As stated in the previous chapter, this research belongs to action research. Actually, there are four procedures in doing the action research. The procedures are reconnaissance, plan, action and observation, and reflection. In the reconnaissance step, some activities were conducted to find the field problems. First, the observation concerning the English teaching and learning process of the eleventh grade science students was conducted on September 17th, 2012. Based on the observation, I found that the students encountered some problems related to speaking because they rarely got speaking practice in the classroom. Second, I held the interviews to the English teacher and some students to get some input about the weaknesses and suggestions related to the English teaching and learning process. The interviews were conducted on September 17th, 2012, after I did the observation.

During the interview, the English teacher and I discussed together to identify the field problems. It was found that there was a need to use a communicative

teaching technique to facilitate the students to practice their speaking skill. We made some plans to be implemented as the actions to solve the field problems. While implementing the actions, my research team observed the teaching learning process to know the students' responses toward the technique which was used to improve their speaking skill. Finally, I made the reflections on the actions by doing some interviews and discussions with my research team. To gain the validity of the data, I conducted the actions in two cycles and each of cycles was done in three times.

A. Reconnaissance

In this step, I did some activities to identify the field problems. I held the observation toward the students' problems encountered in the English teaching and learning process. I also did the interviews to the English teacher and some students to gain the information about the weaknesses and suggestions related to the English teaching and learning process. Both of the observation and the interview were conducted on Monday, September 17th, 2012 in the eleventh grade science class that consisted of twenty one students. They were carried out in the first semester of the academic year of 2012/ 2013.

1. Identification of the Field Problems

To identify the field problems which existed in the class, I did the observation of the teaching and learning process in the eleventh grade science class and the interview to some students to know their desire in learning English. The situation of the classroom including the teacher's role and the students' attitude while the

teaching and learning process was going on can be seen in the fieldnote 2 in figure 1.1.

Based on the observation and interview with the English teacher and some students, there were problems which were related to the students (S), the English teacher (T), the facility (F) and the method (M). Those problems were as follows.

Table 4.1: The English Teaching and Learning Problems Concerning to the Process of Teaching and Learning Speaking of the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013

No.	Problems	Codes
1.	The students were passive in the teaching and learning process of speaking.	S
2.	The students were not creative in finding their own way to be able to speak in English.	S
3.	The students had low motivation in learning speaking.	S
4.	The students seemed bored in teaching and learning process of speaking so that they only chatted with their friends.	S
5.	The students lacked vocabulary.	S
6.	The students did not pay attention to the lesson.	S
7.	The students were noisy and busy doing their own activities.	S
8.	The school did not have a language laboratory to support the teaching and learning English especially listening and speaking.	F
9.	Some students could not understand the teacher's instruction in English.	S
10.	The teacher did not use various teaching techniques in the teaching of speaking.	M
11.	The students rarely asked questions when they faced any difficulty.	S
12.	The technique of teaching speaking was teacher-centered.	M
13.	The teacher were not creative to find an interesting material, she only adopted the material from the text book.	
14.	The students did not voluntary themselves in doing speaking activities in front of the class.	S
15.	The teacher did not evaluate the whole teaching learning process carefully.	T
16.	The students often mispronounced some words.	S
17.	The students rarely check or read the dictionary when they had some difficult words, they only asked to their classmates or the teacher so that the situation of teaching and learning process was	S

(Continued)

(Continued)

	not conducive.	
18.	The students never did a movement in seating so they were easier to be bored while teaching and learning process.	M

Codes:

S : Student

T : Teacher

F : Facility

M : Media

2. Identification of the Field Problems to Solve

After the field problems were identified, my research team held a discussion to determine the problems to solve. At first, I listed the problems that we had identified. Then I showed the list to my research team. After having the discussion we agreed to solve several problems. The problems were classified based on the urgency level, namely urgent and less urgent. The urgent problems were those which should be solved soon and the less urgent problems were those which were not really important to be solved soon.

The urgent problems were needed to be solved immediately because these problems influenced the other problems and therefore, they needed to be solved soon. The classroom interaction in the speaking class would improve if those problems were solved. These urgent problems were in the table below.

Table 4.2: The Identified Problems Based on the Urgency Level in the Teaching and Learning Process of Speaking of the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013

No.	Problems	Codes	Urgent	Less Urgent
1.	The students were passive in the teaching and learning process of speaking.	S	√	
2.	The students were not creative in finding their own way to be able to speak in English.	S		√

(Continued)

(Continued)

3.	The students had low motivation in learning speaking.	S	√	
4.	The students seemed bored while teaching and learning process of speaking so that they only chatted with their friends.	S	√	
5.	The students lacked vocabulary.	S		√
6.	The students did not pay attention to the lesson.	S	√	
7.	The students were noisy and busy doing their own activities.	S	√	
8.	The school did not have a language laboratory to support the teaching and learning English especially listening and speaking.	F		√
9.	Some students could not understand the teacher's instruction in English.	S	√	
10.	The teacher did not use various teaching techniques in the teaching of speaking.	M	√	
11.	The students rarely asked questions when they faced any difficulty.	S		√
12.	The technique of teaching speaking was teacher-centered.	M	√	
13.	The teacher were not creative to find an interesting material, she only adopt the material from the text book.	M	√	
14.	The students did not voluntary themselves in doing speaking activities in front of the class.	S	√	
15.	The teacher did not evaluate the whole teaching learning process carefully.	T	√	
16.	The students often mispronounced some words.	S	√	
17.	The students rarely check or read the dictionary when they faced some difficult words, they only asked to their friends or the teacher so that the situation of teaching and learning process was not conducive.	S	√	
18.	The students never did a movement in seating arrangement so they easier to be bored while teaching and learning process.	M	√	

Codes:

S : Student

T : Teacher

F : Facility

M : Method

Based on the classification of the urgency level, the following were the urgent problems in the teaching and learning of speaking.

Table 4.3: The Urgent Problems in the Teaching and Learning Process of Speaking in the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013

No.	Problems	Codes
1.	The students were passive in the teaching and learning process of speaking.	S
2.	The students had low motivation in learning speaking.	S
3.	The students seemed bored while teaching and learning process of speaking so that they only chatted with their friends.	S
4.	The students did not pay attention to the lesson.	S
5.	The students were noisy and busy doing their own activities.	S
6.	Some students could not understand the teacher's instruction in English.	S
7.	The teacher did not use various teaching techniques in the teaching of speaking.	M
8.	The technique of teaching speaking was teacher-centered.	M
9.	The teacher were not creative to find an interesting material, she only adopt the material from the text book.	M
10.	The students did not voluntary themselves in doing speaking activities in front of the class.	S
11.	The students often mispronounced some words.	S
12.	The students rarely checked or read the dictionary when they faced some difficult words, they only asked to their friends or the teacher so that the situation of teaching and learning process was not conducive.	S
13.	The students never did a movement in seating so they were easier to be bored while teaching and learning process.	M

Codes

S : Student

M : Method

After identifying the field problems based on the urgency level, I did the next step that is selecting of the identified problems based on the feasibility level. In this step, by considering the time, fund, and energy, the field problems were selected based on the feasibility of the problems to be solved. Those problems were as follows.

Table 4.4: The Identified Problems Feasible to be solved in the English Teaching and Learning Process of Speaking in the Eleventh Grade Science Class at MAN Wonosari in the Academic Year of 2012/2013

No.	Problems	Code
1.	The students were passive in the teaching and learning process of speaking.	S
2.	The students had low motivation in learning speaking.	S
3.	The students seemed bored in teaching and learning process of speaking so that they only chatted with their friends.	S
4.	The technique of teaching speaking was teacher-centered.	M
5.	The students rarely checked or read the dictionary when they faced some difficult words, they only asked to their friends or the teacher so that the situation of teaching and learning process was not conducive.	S
6.	The students often mispronounced some words.	S

Codes

S : Student

M : Method

After analyzing the field problems to solve, my research team continued the discussion and determined that the problems related the students personality needed to be solved as soon as possible since communicative approach is students-centered approach.

Starting to change the teacher's ways of teaching was the first effort to solve the problems. So we agreed to use various activities to stimulate students to be confident, interested, and highly motivated in learning English especially speaking. We also agreed to use some media and also materials from many resources that were suitable with the curriculum and students' needs. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes. If the teacher

created and used various media and materials during the teaching and learning process, the students would be active, attentive, responsive and confident in speaking in English.

B. Report of Cycle I

1. Planning

By considering the problems identified, the teacher and I planned some actions as efforts to solve the problems. The actions focused on using communicative tasks to improve the eleventh grade science students' speaking skill. These are described as follows.

a. Using Communicative Tasks for speaking practice;

As stated before, I would like to use communicative tasks as an approach to improve the students' speaking skills. The use of this approach is making students able to talk communicatively with their classmates in a fun way. It was used to make students active in the teaching and learning process. This approach involved the students to work in pairs or groups. Moreover, the structure, that the approach has stimulated students to cooperate and learn each other in pairs or groups. Actually, by working in pairs or groups, it was easier for the students to do the activities. Therefore, it increased students' motivation in the learning of speaking. As a result, through the implementation of the approach, the students would increase their individual accountability in the learning process. Communicative tasks also can increase the students' confidence, motivation and activeness because the most students of the eleventh grade science are passive students. If the

students were motivated and active, the interaction in the classroom would be lively. That meant the teaching and learning process in the classroom was dynamic. Communicative task which would be used in cycle I was retelling story.

b. Using Classroom English effectively during the teaching and learning process

The teacher and I planned to use classroom English during the teaching and learning process in order to make the students more familiar with English words and they could increase their opportunities to practice their speaking skills in the class through the interaction since the teacher and the students communicate in English. I used classroom English for several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, and also to end the lesson. Before I implemented the action, the students said that they did not understand the teacher's explanation when he spoke English all the time. Therefore, during this cycle, I planned to use some Indonesian translations in some difficult aspects such as in giving the instructions, so that they could understand. Besides, based on the observation, I found some students who asked permission or answered the teacher's questions did not use English well, so I implemented the English classroom to make the students accustomed with English routines. They know the expressions in any cases. It also can enlarge their vocabulary because the most students of the eleventh grade science lacked vocabulary.

- c. Using some teaching media to assist the teaching and learning process

I used teaching media in teaching and learning process to attract the students' attention to the learning process. By using the teaching media, it made the students easier in understanding the material because it would be more interesting than teaching without any media and just took a look to a textbook.

- d. Implementing pair work and group work in doing learning activities

By implementing pair work and group work, the students were able to practice speak in English communicatively. They were also able to share any information together which created a good communication between them. It was also able to make the students motivated because they did not have many difficulties in doing the tasks as long as they could help each other in a pair or group work. It was also able to change the students who were passive to be active students.

- e. Giving feedback on the students pronunciation

Based on the observation that I conducted before, I found many students who mispronounced even in the most common words. I thought that it was caused by the teacher. She rarely gave them pronunciation practice. By giving feedback on the students' pronunciation, it could decrease mispronunciation so they would be more fluent in speaking in English. I would give them feedback directly when the students made a mistake in pronouncing words.

- f. Giving students a handout for daily materials and a worksheet for the tasks

Most students of the eleventh grade science only chatted with their friends while the teacher was writing the materials on the whiteboard. It was seen in the

observation. Writing the materials or tasks on the whiteboard was not a good way in teaching English especially speaking because it was not effective. It also wasted time. The students would lose much time to practice speaking or did other tasks. Therefore, I gave handouts for the students in every meeting. The handouts were explanation of materials given and tasks for that day. The handouts were also able to make the students pay attention to the lesson because there was no time for them to do any useless activities which bothered the teaching and learning process.

g. Asking students to bring dictionary

Some students were noisy during the teaching and learning process. They asked the meaning of difficult words to their friends or the teacher because they did not bring their own dictionaries. This phenomena was so uncomfortable for the students who were always asked by their classmates. It was able to break the concentration in doing the tasks. Therefore, I asked the students to bring their own dictionary so that they would focus on doing the tasks and the condition of classroom would be more conducive.

2. Actions and Observation in Cycle I

In the first cycle, I implemented the actions three times. They were on Monday, February 18th, Wednesday, February 20th, and Monday, February 25th 2013. In this cycle, I delivered the material about narrative text. The actions planned were applied in every meeting with the same story entitled “The Smartest Parrot”. I took only one story because the goal which I wanted to reach for was

making the students able to retell a story with intellegible pronunciation and grammar and in a good order based on the organization of narrative text.

During the research, I implemented the actions, while the teacher and the collaborator became the observers. The data were collected using classroom observations, interviews, and documentations to observe the teaching and learning process. The results of the actions and observations in Cycle I are described as follows.

a. Using Communicative Tasks for speaking practice

Using Communicative Tasks was the main action in the research. The aims of using them are to involve the students in the teaching and learning process, improve the classroom interaction and improve the students' speaking skills as a main goal of the use of these tasks. Besides, the approach also could increase the students' motivation in the learning of speaking because in applying the Communicative Tasks, the students worked together to do the activities. Therefore, students could learn and help each other in pairs or groups. By helping each other in the learning process, the students increased their motivation for learning and built a good interaction between students and other students or students and the teacher. In other words, the approach built a good atmosphere for learning.

The implementation of communicative tasks in cycle 1 was conducted in three times. The genre was narrative and the topic was "*In the World of Imagination*". In conducting comprehension focused activities, I gave the students an input text in the form of recorded and written texts. In this phase, I invited the

students to be involved in asking and answering the questions. In this section, I wanted to know the students' background knowledge related to the topic. By giving them the input text followed by comprehension questions, it could train the students to comprehend any text.

Next, I conducted the language focused activities. I divided the language focused activities into three actions. They were giving explanation about narrative text itself, giving intensive drilling on students' pronunciation and teaching grammar in context. Giving intensive drilling on students' pronunciation aimed at making the students know how to pronounce the words or sentences correctly. In the communicative activities, I placed the students in the situation where they had to perform the task as the best performance as they could. So, they would try to use the language at this stage. The descriptions of these actions for each meeting are presented below.

1) First Meeting

In a communicative approach, students should be involved actively in the process of teaching and learning, so that I always involved the students in every meeting. The first meeting in the Cycle 1 was conducted on Monday, February 18th. As I stated before, the genre I delivered in this meeting was Narrative Text and the topic was "In the World of Imagination". In this meeting, I only conducted warm-up and comprehension-focused activities based on the teaching method I followed, and it was the Contextual-Communicative Model of EFL Teaching Learning which is modified by Madya. I conducted some warming-up to attract and direct the students' attention and comprehension-focused activities to let the students know how to pronounce the words or sentences or how to construct grammatical sentences.

Firstly, I presented three color pictures and I gave the students some questions related to the pictures. The pictures were “*Timun Mas*”, “*Mousedeer and Snail*” and “*Snow White and Seven Dwarfs*”. All of the students were familiar with the stories in the pictures so they could answer my questions but they did not use English well in answering my questions. They mostly used Indonesian and just a little English. The LCD was unavailable in this classroom so that I could present the pictures in the interesting way. I just showed the print of those pictures.

After giving them some oral questions, I gave them the worksheet and I asked them to do the tasks in pairs to make them felt easier in doing the task. The worksheet was explaining about the types of narrative text and matching pictures with their types. The students did this task very well. After the students did the activity, I played the recording contained the narrative story entitled “*The Smartest Parrot*”. I played the recording twice. While the students were listening to the recording, I asked the students to list the difficult words and checked into dictionary. In this task, the students were so noisy. They asked the meaning of the difficult words to their friends and me because most of them did not bring the dictionary. So that, I asked them to bring the dictionary in English subject or in the next meetings. After the students found difficult words, I gave the worksheet to the students. It was five questions related to the recorded text or the questions were called comprehension questions and I played the recording twice again. It aimed to know the students’ understanding toward the text. After the students finished doing the task, I asked them to voluntary themselves to answer the questions orally to know the mastery of students’ pronunciation.

Next, I gave the students a transcript of the recorded text that they had listened to before. After all of them got the transcript, I gave them a task. It was true-false statement based on the text. I asked them to do the task in pairs. I gave them five minutes for five statements so it needed a minute for each statement to be answered. They could finish the task well and I asked some students to answer the task by reading the statements. In this stage, I once gave them feedback in pronunciation so that they could improve their pronunciation mastery.

2) Second Meeting

In this meeting, I continued the activities done in the first meeting. At that day, I started to do the language-focused activities. I gave them the explanation about the narrative text. I gave them a handout for each student. After that, I asked them to voluntary themselves to read the transcript of input text that I gave before loudly so I could check their pronunciation. But, there was no one of them who would like to do it. So that I asked Eko to read the first three paragraphs because he was the highest proficiency student in that class. After him, I asked Siti to read the rest paragraphs. In this stage, I found many word mispronunciations. I directly gave her feedback in pronunciation so she could recorrect her pronunciation.

This situation can be seen in the notes below.

“Well guys, now I would like to invite one of you to read the input text entitled “The Smartest Parrot” that I gave in the last meeting. So who willing to read the text?” I said. But no one of them who wanted to voluntary themselves to read the text. They just kept silent. I asked once more, but they stayed keep silent. By looking at that situation, I asked Eko Sunaryo to read the text. I chose him because he was the student with highest proficiency level in English. So I was sure that he would accept my request. My opinion was right, he wanted to read it and I asked him to read the first three paragraphs only. There were only a little mistakes he made in pronouncing the words in the text. He made the mistakes in pronouncing *except*, *felt*,

excited, kept, pointed, although and *shouted*. After him, I asked other girl students to read the text but it was same with the first time when I asked them to voluntary themselves reading the text, there was no one of the students who wanted to voluntary themselves to read the text. So that, I asked Siti to read the text. At first she refused my request, but after I made her sure to do that, she accepted my request. She read the rest two paragraphs and there were many mistakes in pronouncing the words. She made the mistakes in pronouncing *been, trying, bird, could, bear, picked, threw, house, were, old, turn, said, angrily, continued, came, and saw*. I directly corrected her mistakes and she repeated what I said.
(Field Note 6)

The next activity was the pronunciation practice. Firsrtly, I instructed to the students to repeat the words I said. I took some words from the input text that they commonly did not know the way in pronouncing them correctly. They did not pay attention to the word stress so that they tended to make mistakes. For example, they pronounced the word “continued” without any word stress. I informed them to pay attention on the word stress and I also instructed them to write the phonetic transcription for the next task. It created a positive impact on the students and they could improve their accuracy in pronouncing the words when they answered the next task by reading the answers. When they made a mistake on the same word, I usually asked them to repeat pronouncing that word again and again. By giving the intensive drilling on students’ pronunciation, the students knew and understood how to pronounce words correctly so that they became more confident in speaking English.

In this meeting, I also taught grammar in context to improve the students’ accuracy in constructing sentences. I explained about Adverb and Direct and Indirect Speech. I explained at glance and gave them exercises based on the context in pairs. In doing the task related to the Adverb, I asked them to rearrange

the sentences based on the correct order of using adverbs. At first, some of them were still confused in rearranging the sentences so that I explained to them intensively and finally they could do it well although still two or three students could not do the task without making any mistakes.

The next task was changing the direct or indirect speech to its opposite. I asked them to do the task in pairs, to make them easier in discussing the answers. In this stage, half of them could change the sentences grammatically correct and half of them could not.

3) Third Meeting

In this meeting, I only conducted communication-focused activities because the comprehension-focused and language-focused activities were done in the two last meeting. Firstly, I informed them that at that day they would get communicative activity which was retelling a story. They were asked to retell the input text entitled “The Smartest Parrot”. I divided them into groups of five because the numbers of the paragraphs were five. So that, each member of the group presented one paragraph only. It aimed to make the students easy to do the task and they would not feel that English was so difficult to be learnt. I grouped them by counting one up to five and the students which counted the same number would be one group.

After dividing the students into groups of five, I gave them gambits in presenting a story or retelling a story. I read the gambits and I asked them to repeat after me. Next, I gave them fifteen minutes to discuss the story and prepare the performance. It lasted for fifteen minutes and I asked one group to voluntary

perform in front of the class. But, it was the same when I asked the students to voluntary themselves to read the text in front of the class. There was no one group who would like to voluntary their group to perform first. Finally, I asked the first group or group which counted number one to perform in front of the class. After taking for a while in debating whose group which would perform first, finally they would like to perform. There were four groups and all of the groups had performed at that day.

b. Using classroom English effectively during the teaching and learning process

The classroom English was used in every meeting during the research to make students accustomed to English routines. I tried to use simple sentences so that the students understood what I said and they responded to my questions and instructions well. The implementation of classroom English in this research included in opening the lesson until ending the lesson. In opening the lesson, I greeted the students by saying “*Good Afternoon.*” and followed by asking the students’ condition by saying “*How are you?*” or sometimes “*How’s life?*”. The students responded by saying “*I’m fine, thank you. And you?*”. The way they respond to my question was too common. I thought that they never got the lesson about asking and responding for someone’s condition so that their answer was always the same time to time.

At the first time I said “*How’s life?*”, all the students got confused and did not know what to say. Looking at that situation, I explained what it means and finally the students were able to respond to my question by saying “*I’m fine, thank you miss. And you?*”. It can be seen in the note as follows:

After greeting the students, I asked the students' condition by saying, "*How's life?*". The students kept silent and looked confused. Then, I explained to them that how's life is same as how are you and they directly responded by saying, "*I'm fine, thank you miss. And you?*".
(Field Note 6)

I also asked, "*Who is absent today?*" to check the students' attendance. In this case, they had known what I meant so they were able to respond by mentioning the students' name who did not come at that day or saying, "*Nggak ada miss.*" if there was no one who was absent at that day. Moreover, I informed them if there was no one who was absent, they should say, "*No one, miss.*" After that, they repeated their responses by saying, "*No one, miss.*".

I continued to confirm about the students' attendance by saying, "*Who is absent today?*" and most of students replied, "*Nggak ada, miss.*" Because they still used Indonesian, so I informed to them if they want to say that there was no student who did not come, they should say, "*No one, miss.*" And they directly repeated their answer together by saying, "*No one, miss.*" and I said, "*That's good.*".
(Field Note 6)

Furthermore, in giving explanation to the students, I also used classroom English. I tried to use simple sentences so that they understood what I said, but sometimes they asked me to explain in Indonesian if they did not get my point. I always checked their understanding while I was explaining the lesson by saying, "*Do you understand?*" or "*Do you get my point?*" They answered, "*Yes..*" if they had understood to my explanation or "*No...*" if they did not understand. If so, I will repeat my explanation by mixing English and Indonesian and using gesture. I was sure the use of gesture or body language in emphasizing my explanation or instruction was effective to make the students easier in understanding the lesson I delivered and responding to my commands well. It means that non-verbal

languages or gestures can help the students comprehend the teacher instructions or explanations. For inviting questions, I said to the students, *“Is there any question?”* or *“Any question?”* and the students usually responded by saying, *“No, miss.”* or shaking their head.

Once, while I was helping the student in understanding the instruction of the task, there was a student, named Ifka, who would go to the toilet and he said, *“Miss, I want to go to lavatory.”* At that time, I did not understand what he meant and I asked him to repeat his statement. He repeated, *“I want to go to lavatory”* while pointing to the back side and I directly got what he meant. I informed him especially and for all students if they asked permission to go to the toilet, just said, *“May I wash my hand, please?”* and I asked Ifka to repeat my statement and he repeated slowly. This situation can be seen in this note below:

....Suddenly there was a student, named Ifka, who said, *“Miss, I want to go to lavatory.”* I was confused because I did not understand what he meant and I said, *“Pardon?”* He repeated to say, *“I want to go to lavatory.”* while pointing to the back side and I understood what he said. Actually, he wanted to go to the toilet. After that I especially informed to him and generally to all students if we wanted to go to the toilet, use the expression, *“Miss, may I wash my hand, please?”*. The students said, *“Ooowhh... Okey miss.”* I asked Ifka to repeat what I said and he repeated slowly, *“Miss.. emm.. may I wash my hand, please?”* and I please him to go to the toilet.

(Field Note 6)

Furthermore, in checking the students' answer I always said, *“Is it correct, guys?”* or *“Is that true?”* if the answer was correct, the students would say, *“Correct, Miss.”* But if the answer was wrong, they would say, *“No.....”* and I would say, *“Any other answer?”* or *“If so, what's the correct one?”* and I would wait to the students who wanted to voluntary themselves to give another answer or if not, I would point one of them who said that it was wrong. Meanwhile, during the

lesson I sometimes thanked the students for their participation by saying “*Thank you*” and sometimes complimented them by saying “*Great*”, “*Good*” or “*Excellent*”. It was effective to motivate them to do the task better than before.

During the teaching and learning process, I always used English in instructing the students for example in distributing the handouts I said, “*Pass them to your friends.*” I also said, “*Listen to me!*” when I wanted to explain the lesson while “*Silent, please!*” or “*Don’t be noisy!*” (loudly) if the students began to be noisy and uncontrolled. I used English also in ending the lesson as well as opening the lesson. In ending the lesson, I said, “*Okey class, time is over. Let say our prayer before we go home.*” or “*That’s all for today.*” and “*See you next time.*” At the beginning of the lesson I did not lead the students to pray because the lesson was not at the beginning of the day. In leading the prayer, I also invited the students to lead the prayer by saying, “*Who will lead a prayer?*”. It would be Chori who always became a leader in prayer. In the third meeting or the last meeting of cycle I, I asked another students to voluntary themselves to lead the prayer by saying, “*Any other students besides Chori?*” Finally, there was another student who wanted to lead the prayer although at the first she looked shy but I gave her guidance until she could do it well. In the case of leading the prayer, at the first the student said, “*Let’s pray, start now.*” and “*Finish.*” It was just translated from Indonesian. I thought that the teacher did not pay attention to the use of classroom English well, because the simplest thing such as leading the prayer was still incorrect. I informed to the students that to lead the prayer, we should say, “*Let’s*

pray together, pray do!" or *"Let's say our prayer, pray do!"* and *"Amin"*. This situation can be seen in this note below:

The bell was ringing so I closed the lesson for that day by saying, *"Well guys, time is up. Let's say our prayer before we go home. Who will lead the prayer?"* The students pointed to Chori and yelled, *"Mbak Chori, Miss."* At that time I asked Chori to lead the prayer and she nodded her head as sign that she agreed to lead the prayer. She said, *"Let's pray, start now."* and she said, *"Finish"* to end the prayer. After that, I informed to the students the correct command in leading the prayer. I said, *"Wait a minute, guys. I just want to correct the way in leading the prayer. But, I want to know from whom you know the way of leading the prayer such Chori did before?"* Chori and the most of students said, *"SMP dulu, Miss."* I nodded my head and said, *"Owh.. I see. So your teacher in this scholl never tell you the correct way in leading the prayer, right?"* They answered, *"Yes, Miss."* I said to them, *"Okey, listen to me, please. If you want to lead the prayer, use this expression, "Let's say our prayer, pray do." Or "Let's pray together, pray do." Don't say start now, okey!"* They said, *"Okey, Miss."* *"Once more, in ending the prayer, just say Amin. Don't say finish. Do you get my point?"* I said. All of the students answered, *"Yes, Miss."*..
(Field Note 5)

Generally, during Cycle 1 the use of classroom English was effective to promote the classroom interaction since there was always a good communication between the teacher and the students. Moreover, the action also could improve the students' speaking skills, gradually, in the case of responding to what I said by understanding and responding to the expressions appropriately. Thus, I found that the use of classroom English was effective in practicing their speaking skills besides making the students familiar with English routines.

c. Using some teaching media to assist the teaching and learning process

Based on the observation and interview, the English teacher rarely used media to support the teaching and learning process. The English teacher said that she did not have much time in creating and preparing the media especially in

speaking class, moreover in the second semester like at that time. She were busy in preparing the twelveth grade students in facing National Examination (UN). As a result, the lesson became uninteresting and the students were not motivated to learn the language. So that, during the implementation of the actions, I used some teaching media in every meeting of cycle 1. The media were useful in assisting the students to understand the explanation. In this cycle, I used pictures, a recorded dialogue, laptop and audio speaker. I used pictures followed by some questions to direct the students to the topic of that meeting. I also used a recorded dialogue, laptop and audio speaker for listening section. The following is the image used to stimulate the students to the lessons.



Figure 4.2: The images used in warming-up activities

There was an improvement on using various media in the teaching and learning process. At first, only about quarter of the students were attracted by the lesson and responsive in doing the tasks. Then in the next meeting, the students were more attentive and responsive. In the last meeting of cycle 1, most of the students were more enthusiastic besides a student named Yenita Anggi Saputri. She never did the tasks I gave. I always asked to her why she refused to do the tasks I gave but she only said that she could not do the tasks and she always compared me to her teacher. She said that her teacher never gave the tasks as difficult as I gave. This situation can be seen in this vignette below.

I said to the students that they had to prepare their performance in front of the class in fifteen minutes. While I was explaining to the students, there was a student and actually she was a girl named Yenita Anggi Saputri. I knew it by asking her name. She said, “Ah aku nggak mau ngapalin ini, wong Pak Rifa aja kalo nyuruh ngapal-ngapalin tu mpe’ dua hari. Ngapain ini harus sekarang trus Cuma 15 menit lagi. (Ah.. I do not want to memorize this. Mr Rifa always gave more time and it can be two days to memorize the assignment. Why it is only fifteen minutes to memorize this task?” I tried to explain to her that she only had to memorize one paragraph only and she could choose the shortest paragraph if she still found difficulties in memorizing a long one. But she still denied to do that. I was failed to make her motivated to do the task I gave.

(Field Note 7)

d. Implementing pair work and group work in doing learning activities

Based on the observation that I conducted before, most of the students were not active. After identifying that problem, I found that the reason of their passivness was unconfident. So that, in this cycle I implemented pair work and group work so they could do the tasks without any fear because they could share or discuss the answers.

At the begining of the meeting, I asked the students to do the task which is matching the pictures with the types of the narrative text in pairs. So it could create a good interpretation at the first sight in learning English with me. I hope, it could make them more active and enthusiastic in joining the speaking class and decrease their fear to speak up.

In the process, most of the students showed their improvement to be more active and enthuisatic in doing the tasks. But they must be pushed if I asked them to do the tasks in front of the class. They would not voluntary themselves to answer the questions in front of the class or read the tasks. There were only two students who would like to voluntarily answer the tasks in front of the class, they were Eko and Nida. This situation can be seen in the following note.

“Have you finish?” I asked to the students. “Yes, Miss.” The students replied. I asked them to voluntarily answer the task by reading their answers but no one responded my instruction. I asked once more and Nida wanted to read her answer. I was appreciating her willing by complimenting her in order to make another students get involved more and more. After Nida reading her answer, I thanked to her and I asked to all students, “Is Nida’s answer correct?” Some students said, “Correct, Miss.” I said, “That’s good.” I asked them to answer the next question but they only pointed one another. Finally Eko wanted to answer the next question. He read his answer loudly and I said “Very good” in the last he finished reading his answer.
(Field Note 6)

The students said that Eko was the student with higher proficiency in English so I was not surprised if he always showed his activeness in joining the speaking class. It can be seen on the interview transcript below.

- I : Hai hai Eko ma Suparyadi... minta waktunya bentar ya.. (Hi.. Eko and Suparyadi, can I take your time for a while?)
 S1 & S2 : Ya monggo Miss.. (Yes please, Miss.)
 I : Eh gimana tadi retelling story-nya? (How do you think about retelling story activity?)

- S1 : Ya kalau saya sih okey okey aja Miss. (Yeah.. I think it was ok Miss.)
- S2 : Iyalah kamu okey okey aja wong kamu ki pinter bahasa Inggrisnya. Nah kalo saya ya susah Miss. Harus nyritain kembali sebuah cerita. Nggak pinter ngafalin trus sok takut salah ngucapin kata-katanya itu lho Miss. (Of course it was ok for you because you are smart in English. Nah.. In my opinion it was difficult, Miss. I have to retell a story whereas I'm not good in memorizing. I am also affraid in pronouncing words. I'm affraid in making mistakes, Miss.)
- I : Lhah emang nggak disuruh ngafalin ceritanya. Tapi dipahami alur ceritanya biar bisa menceritakan kembali. Trus saya juga sering nyuruh kalian buat baca hasil kerja kalian tu buat ngecek pronunciation kalian, kalau ada yang salah kan bisa langsung dibenerin gitu. Jadi nggak takut lagi buat ngomong. (Lhoh.. I did not ask you to memorize the words but you should know the plot of the story so you could retell it well. I often asked you to read your works or perform it in front of the class in order to check your pronunciation, if there was a mistake I could correct it directly. So don't be affraid to speak up.)
- S1 : Iya bener Miss. Membantu banget kalau kita sering-sering disuruh baca gitu, jadi kesalahan pengucapan bisa diminimalisir. Besok pake lagu atau games gitu Miss, biar seru. (That's right miss. It is helpful if we are asked to read the text, so we can minimize the wrong pronunciation. You should use song or games for the next meeting, it will be cheerful.)
- I : Oke deh.. Makasih masukannya ya.. (Okey, thanks for your suggestion.)
- S1 & S2 : Ya Miss.. Sama-sama.. (You're welcome, miss.)
- (Interview Transcript 12)

e. Giving feedback on students pronunciation

Based on the observation that I conducted on the last semester, I saw that the English teacher rarely gave feedback on students' pronunciation. She did not pay attention to the students whether they made mispronunciation or not. She also rarely gave pronunciation practice to improve the students' pronunciation mastery. So that, in this cycle I gave feedback on students' pronunciation in every meeting. It was given during the teaching and learning process covering the opening, main and closing activities. I always gave the feedback when the

students made errors or mistakes on pronouncing words. When having pronunciation practice, I asked the students to repeat after I said the words. I also introduced to them the phonetic transcription and the word stress. So that they could easily learn how to pronounce words correctly. At first, most of them were not aware of the existence of phonetic transcription and words stress transcription even they never knew about phonetic transcription and word stress because their teacher never gave them the lesson about them. So that, I taught the students slowly and intensively and finally they could read the phonetic transcription although it needed more time to do that.

f. Giving students a handout for daily materials and a worksheet for the tasks

Based on the observation, I realized that the noisiness of the students when the teaching and learning process was going on because there was any opportunities to do that. I mean that the teacher gave them the opportunity to make a noise. When the teacher wrote the lesson or the tasks on the whiteboard, it was time for students to chat with others, to sleep or just lied their head on the table and did anythings that made the situation of the teaching and learning process was not conducive.

Looking at the phenomenon above, I implemented giving a handout for each student for every meeting so that they did not need to write the material given because they have had the handout which contained the material for that day. The handout could make them understand the content of the material delivered because their attention and stamina were still full. They also would not get bored because the writing activities which could decrease their motivation in learning.

I also gave them a worksheet for each student to make them easier in doing the tasks and to save the time so they did not need to write the tasks given. All the tasks for that day also could be delivered on time. Because of this, the students did not have any opportunity to chat with their friends because the activities were always continuing time by time. The following interview transcript describes the students' opinion toward the handout and worksheet.

I : *Hai Nida, boleh tanya-tanya bentar?* (Hi Nida, May I ask your time for a moment?)

S : *Ya Miss, boleh-boleh aja.* (Yes Mis, please.)

I : *OK, begini. Tadi kan Miss Ana ngasih handout ma worksheet kan, menurut kamu gimana? Efektif nggak?* (Okey, here. I have given the handout and worksheet for all of you. What do you think? Is it effective or not?)

S : *Ya efektif banget Miss. Kan kita jadi nggak capek nulis dan nggak buang-buang waktu juga. Jadi mau ngerjain tugas tu ya tinggal ngerjain aja gitu nggak pake kelamaan dan nggak bosen dulu karena kecape'an tadi.* (Yes, it is very effective Miss. We were not tired to write and waste the time. So that we just do the task only and we were not bored to do the task.)

(Interview Transcript 17)

g. Asking students to bring dictionary

The students were not creative when they found some difficult words. They only asked their classmates or teacher. They did not bring the dictionary so that they made the condition of teaching and learning process was not effective. By doing that, the students could bother the others in doing the tasks. So in the first meeting of the first cycle, I asked the students to bring the dictionary for each. So that they did not need to ask their classmates when they found some difficult words. It also could help them when they found difficulty in pronouncing certain words. So they could improve their pronunciation mastery.

3. Reflection of Cycle 1

After implementing the actions in the first cycle of the research, the English teacher and the collaborator as the observers and I as the person who implemented the actions did some reflections. The reflections were done based on the observation in the teaching and learning process, the students' opinions and comments from the observers. The description of each action is as follows.

a. Using Communicative Tasks for speaking practice;

Basically, the communicative tasks which belongs to communicative language teaching are expected to be able to make the students active in joining the teaching and learning process because the main point of the communicative language teaching which is best understood as a communicative approach is that the students are able to communicate actively in the real communication. Besides, the approach was also expected to build a students-centered and improved the classroom interaction as the result.

Meanwhile, from the observation during the use of communicative tasks, the collaborators noted that there were some weaknesses of implementing the actions. The first weakness was the way of my teaching. I still focused on my target to accomplish all the tasks mentioned in the lesson plan because there was a meeting which the time was shorten since there was an event to do by the teacher and the students left the school earlier. Sometimes I explained the materials too fast so that the students did not understand well. The second weakness was because my ability to control the class was rather low, hence, there were some students who

made a noise during teaching and learning process or when their friends performed in front of the class. I also failed to handle a girl student named Yenita who did not do any tasks I gave. She just answered that she could not do the tasks without any trial first. I gave up on her. In the next cycle, these cases needed to be improved.

b. Using classroom English effectively during the teaching and learning process

Implementing classroom English was expected to make the students become familiar with English routines or expressions. In the beginning of the action, the students seemed to have difficulties in understanding the simple expressions such as in greetings, leave taking and instructions. They were also confused in answering questions in English. So that I sometimes mixed Indonesian and gesture to help the students in understanding the meaning of expressions or instructions. The use of gesture was effective in helping the students understanding what I said without asking the meaning. In the next meeting, they became familiar and understand better with English routines. They could understand the expressions, instructions and questions step by step.

The implementation of classroom English also could increase the students' opportunities to speak in English in the class during the teaching and learning process. It was because when I gave the students a question in English, they tried to answer it in English, too. Therefore, it was not only for making the students became familiar with English routines but also made the students accustomed to interacting or communicating with others in English. Therefore, it would be continued in the next cycle. It can be seen in the interview transcript below.

- I : *Iya Bu, sudah lebih nyaman sekarang, kemarin masih agak grogi, padahal ya sudah biasa ngajar disini. Oiya, ternyata tadi hampir semua siswa belum pernah mendengar sapaan How's life gitu ya Bu?* (Yes mom, it's more comfortable, I was nervous yesterday although I also teach in this school. Wait a minute, actually almost all of students did not know the expression "How's life?")
- ET : *Iya mbak, ya karena biasanya cuma pakai How are you today gitu terus, tidak pernah ganti. Jadi mereka taunya ya hanya itu.* (Yes miss, because I usually greet them by saying how are you today, I never change it. So that they only know that expression.)
- I : *Owh.. gitu ya bu.. Nah.. kalau menurut kamu tadi gimana penggunaan Classroom Englis-nya miss Ratri?* (Owh I see. Emm.. what do you think about the implementation of the classroom English, miss Ratri?)
- C : *Ya yang jelas jangan sering-sering mentranslate aja, nanti ya sama aja hasilnya, mereka lebih mengandalkan translate'nya daripada mencoba untuk memahami dengan menbiasakan mendengar ungkapan-ungkapan dalam bahasa Inggris.* (Yeahh... I think you should not translate into indonesian too much. They will rely on the translation rather than try to understand the meaning of English routines by habituating them listening to the expressions in English.)

(Interview Transcript 8)

c. Using some teaching media to assist the teaching and learning process

The use of teaching media during teaching and learning process in the first cycle was successful to attract the students attention in learning English. The media was effective to make the students interested to learn English and improve their motivation. It seemed that they enjoyed the teaching and learning process. Besides, the media could not only provide gaps for communication but also could be as guidance for students in speaking English. But the point that should be noted when I want to use teaching media especially recording was to make sure that computer and audio speaker worked well.

d. Implementing pair work and group work in doing learning activities

In implementing pair work and group work, it successfully made the students brave to do the tasks and more active. They seemed confident because the answers of the tasks were result of discussion from two or more students. So, the percentage of the correctness was higher than if they did the tasks by themselves.

e. Giving feedback on students pronunciation

Giving feedback on students' pronunciation successfully made the students improve their mastery in pronouncing words. I also introduced phonetic transcription which they never known before. This way help the students much in pronouncing the words. In the beginning they read the input text, the students made many mistakes in pronouncing the words even it was familiar word. Finally, in the last meeting of the first cycle, the mistakes in pronouncing words had decreased much.

f. Giving students a handout for daily materials and a worksheet for the tasks

Giving the handout for every materials in every meeting of the first cycle was very effective in helping the students learning the materials. When I explained the lesson, they did not need to waste much time to take notes, hence they could pay full attention to my explanation. As well as distributing the worksheet for every task, it was helpful for the students because they could concentrate in doing the tasks. They did not need to write the tasks so that they could save their energy. This action of giving students a handout for daily materials and a worksheet for the tasks would be continued in the next cycle.

g. Asking students to bring dictionary

There were only some students who brought the dictionary in the first meeting of cycle 1. They made a noise when they found some difficult words by asking to their friends. This phenomena also I saw in my observation. So that I asked the students to bring the dictionary in the next meeting. Most of the students brought their dictionary in the second and third meeting of the first cycle. It was very beneficial especially when the students found unfamiliar words. They could consult to their dictionary so that it would make the atmosphere of teaching and learning process good enough because they were quiet. Moreover, it could improve their confidence in speaking in English since if they knew what they were going to talk. They seemed to be more confident to speak up. However, some students were still lazy to open their dictionary so that they just asked me or their friends when they found any difficulty so it made the class little bit noisy. But it was improved more than before and it would be continued in the next cycle.

4. Revised Plan

Based on the reflection of cycle I, there were more plans which need to be revised. They are the classroom management, the language used and also the way to motivate the students to be more active.

C. Report of Cycle II

1. Planning

Before planning the actions of the second cycle, the English teacher as the first collaborator, Ratri Cahyani as the second collaborator and I as the researcher conducted a discussion to revise the plans for Cycle II. We determined that we would still focused to solve some problems found in Cycle I especially to the classroom management, the language used, and also the way to motivate students to be more active. In Cycle II, I would implement the same actions and a new action in order to make students active in joining the lesson. The action plans of Cycle II are as follows.

a. Using Communicative Tasks for speaking practice;

The essential of this research was the use of communicative tasks to improve students' speaking skill. So that in this cycle, I also would conduct communicative tasks as the action I took like in the last cycle. In this cycle, I would make the tasks more interesting so that the students would not bored in doing the tasks given.

b. Using classroom English effectively during the teaching and learning process

As the implementation of classroom English in Cycle I was successful to improve the students' opportunities to speak English, I decided to use it in Cycle II. However, different from the previous cycle, in this cycle I used some paraphrase or synonym of the English words to make the students understand them so that they did not depend on the Indonesian translation. The use of

classroom English in this cycle was still the same as that in Cycle I. I planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

c. Using some teaching media to assist the teaching and learning process

Based on the observation in Cycle I, the use of teaching media was successful to attract the students' attention to the lesson. They seemed more enjoyed and enthusiastic in joining the lesson. Hence, this action would be used in Cycle II. In the first cycle, the media that was used to teach was a recorded text, and in this cycle one of the teaching media would be a song. I also would use a realia such as flower in making the students interested joining the teaching and learning process. By using the teaching media, the students were still expected to focus on the lesson and help them in acquiring the materials in the learning of speaking.

d. Implementing pair work and group work in doing learning activities

The implementation of pair work and group work in cycle I was effective to help the students with low proficiency level active in doing the tasks given. Hence, this action would also be implemented in Cycle II. Hopefully, this action would be successful in making all of the students motivated in joining the classroom activities.

e. Giving feedback on students pronunciation

As found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, I

planned to keep giving feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities.

f. Giving students a handout for daily materials and a worksheet for the tasks

The distribution of handout and worksheet would still be conducted like in the first cycle. This action successfully save the time well, so that all the activities in the lesson plan could be covered.

g. Asking students to bring dictionary

I kept planning to ask the students to bring their dictionary in each meeting in order to make them more creative and confident in speaking in front of their friends and to improve their speaking ability. In this cycle, the researcher planned to ask the students not only to retell the text, but also to act out the dialog.

h. Giving rewards for active students

The finding of cycle I showed that students were active in joining the group or pair works activities. They seemed to be afraid of performing themselves individually. Therefore, in cycle II, I determined to give rewards which aimed at motivating students to involve in the activities, especially to activate students in voluntaeer themseleves in individual tasks. It was also aimed at appreciating their participation and achievement in the class activities.

2. Actions and Observations in Cycle II

Cycle II was conducted in three meetings; they were on Wednesday, February 27, Monday, March 4, and Wednesday, March 6 2013. In this cycle, the materials were language functions such as expressing love and sadness. In this cycle, while I implemented the action, the collaborator was taking notes in the back of the

class to observe the teaching and learning process. The data during Cycle II were collected through classroom observations and interviews. Below were the actions that I implemented in Cycle II.

a. Using Communicative Tasks for speaking practice

As I did in the last cycle, I used communicative tasks which divided into three sections, they were comprehension-focused, language-focused and communication-focused activities. I conducted some comprehension-focused activities to make students aware of the use of some expressions in daily life. These activities were to let students know how to pronounce the words or sentences correctly and how to manipulate sentences or how to construct grammatical sentences.

In conducting comprehension-focused activities, I gave students an input text in the form of a song by Christina Aguilera, entitled "*Hurt*". I gave them a worksheet and I asked them to complete the missing lyrics while they were listening to the song. They were enthusiastic in joining this activity. After that, I asked them to mention the expression of love and sadness based on the song. They found some expressions besides I love you to express love, so it was also broadened their knowledge about expressions of love. They also found some expressions besides I am sad to express sadness.

Next activity was labelling the pictures with the suitable expressions. I cut off the expressions so that they had to glue it under the pictures. This activity was so interesting and did not make the students get bored. After doing labelling activity, I asked them to match some phrases which related to the love and sadness with its

appropriate definitions. In this section, the students get more information about phrases that usually used in figuring the feeling out.

The next stage was language focus. I divided the language-focused activities into two actions, they were giving intensive drilling on students' pronunciation and teaching grammar in context. The actions were described in the following paragraphs.

In pronunciation practice, I gave them a lesson about how to pronounce the letter "o". Giving intensive drilling on students' pronunciation aimed at making students know how to pronounce the words or sentence correctly, the students were enthusiastic to repeat after me. However, they did not pay attention to the word stress so that they tended to make mistakes. Dealing with the problems, I usually asked them to repeat pronouncing the different words again and again. By giving intensive drilling on students' pronunciation, they know how to pronounce correctly so that they became more confident to speak up.

The next was grammar in context. I taught grammar in context to the students to improve their accuracy in constructing sentences. I gave them exercises based on the context in pairs or in groups. There was an improvement on students' accuracy in grammar.

The next stage was communication focus. I asked the students to work in pairs and gave them a situation for each pair to be constructed in a dialogue and practice it in front of the class. I gave them ten minutes to prepare it. All of the students enjoyed to do this kind of activities. They were very enthusiastic. For the last task, I divided the class into two groups, ten students each. Group A should

act as a boy and held a card for a boy. Group B should act as a girl and held a card for a girl. Group A should move around the class and tried to find their partner in Group B. The winner of the game was the one who could get his girl friend soon. This kind of communicative tasks was success in improving the students' speaking skills because there was a good improvement on their scores from the last cycle.

b. Using classroom English effectively during the teaching and learning process

As the implementation of classroom English in Cycle I was successful to improve the students' opportunities to speak English, I decided to use it in Cycle II. In this cycle, the classroom English expressions used were similar to those used at the first cycle. I used classroom English when opening the lesson, explaining the materials, giving instruction of the activities and closing the lesson during the teaching and learning process. It made the students were more familiar with the English routines. They could understand what I said and they could do the instruction that I command to them well.

I also used classroom English in explaining the materials to make the students be accustomed to simple sentences or expressions. The use of classroom English was not successful enough to improve the students' speaking skill. The students sometimes did not give good responses when I explained the materials in English, so that I had to translate it into Indonesia to make them understand with my explanation. It made the students tended to be more relied on the translations than tried to accustom with English words.

In this second cycle, the students made progress in understanding my explanation which I mixed with using gestures and synonyms of some English words. They also

could response my questions or instructions so that I did not need to translate the questions. However, sometimes the students seemed confused with the questions, hence I tried to repeat the questions by paraphrasing them and they understood.

c. Using some teaching media to assist the teaching and learning process

The use of media was successful to attract the students' attention in the first cycle, so that I still implemented this action to make the students more enthusiastic in learning English especially speaking. I used a song to attract the students' attention and to stimulate the students' understanding toward the lesson that I deliver to them. I chose the song entitled Hurt by Christina Aguilera. It represented the deep feeling of love of a woman toward the a man but she had hurt him so that she feel so sad.

I still used some colorful pictures to help the students built their background knowledge in pre-communicative activities. The activity during this section was the same as the last cycle. The students were asked to answer the oral questions based on the pictures given. They seemed more enthusisatics because the pictures were the famous artists in local and abroad.

I also used flowers as a realia when I asked two students to perform in front of the class using expression of love. I asked Eko and Nur to make an example when a boy want to a girl become his girlfriend and it was successful to make the class so noisy because actually the boy was in love with the girl. By using teaching media like that, it made the students more being motivated and had a great willingness to do the tasks given.

d. Implementing pair work and group work in doing learning activities

The implementation of pair work and group work in doing learning activities in the first cycle was successful to motivate the low proficiency students to do the tasks well. So that I still implemented this action in this cycle. The students with high proficiency level could share their knowledge in doing the tasks, so that in grouping I always put at least one student with high proficiency level in a group. It was fair to help the students with low or average proficiency level.

e. Giving feedback on students pronunciation

In accordance with the first cycle, in this cycle I always gave feedback on the students' pronunciation. It was because some students still made some mispronunciation. I gave the feedback after they had finished performing their works by asking them the correct form of their mispronunciation before giving my own feedback. Besides, I did not point out on a single student's mistake but I always covered all mistakes that the students had made. It was in accordance with Harmer's (2001) statement that such a way of giving feedback by watching and listening so that the teacher can give feedback later was much more appropriate.

f. Giving students a handout for daily materials and a worksheet for the tasks

It was same with the previous cycle, I still used this action to help the students concentrate more on the lesson. I gave a handout for daily materials which I delivered, so that they did not need to take notes. I also gave the students worksheet to do the tasks given. It was helpful in saving the time, so that I could deliver all the lesson on time.

g. Asking students to bring dictionary

In order to make the condition of class keep silent during the teaching and learning process, I still asked the students to bring a dictionary. Without dictionary, the students would always asked to another students when they found some difficult words which they did not know the meaning of that words. Besides, the use of this action also could help the students to improve their pronunciation mastery.

h. Giving rewards for active students

In the first cycle, the students did not want to voluntary themselves in performing their works in front of the class. They were still reluctant and shy to perform their work in front of the class voluntarily. I had to call their names to come to the front and they would come. So that I implemented giving rewards to make the students more enthusiastic to perform their work voluntarily. I provided points as a reward for those who want to voluntary themselves performing their works.

I always told the students in every beginning of the activities that I would give them a point if they wanted to perform their works in front of the class voluntarily. It was successful to make the students active and confident in performing their works. They were enthusiastic in joining the class.

3. Reflection of Cycle II

I had a discussion with my research team namely the English teacher and the collaborator in order to have a reflection about the actions. Besides, the researcher interviewed the students about their opinions of the actions. From the implementation of the actions above, some findings were described as follows:

a. Using Communicative Tasks for speaking practice

The use of communicative tasks in teaching speaking was effective in improving the students' skills on speaking. They became confident in doing the tasks. They could get more opportunities to learn to use English for communication. They also were enjoy and more enthusiastic in attending the activities. They were not shy anymore in performing their works in front of the class.

b. Using classroom English effectively during the teaching and learning process

The implementation of the classroom English was effective to improve the students' speaking ability and make them more familiar with the English routines. Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. To make the students more familiar with the English words, I tried to use synonyms of the English words such as in giving the eliciting questions and in giving the instructions. When the students got difficulty in understanding what I said, I tried to repeat the questions in simpler expressions so that they could respond to my questions.

Moreover, I repeated the questions more slowly when the students looked confused about it. In this cycle, I found that the students were already familiar

with some English words, such as greeting. In the earlier meetings, they only kept silent and looked confused when I greeted them, ‘How’s your life?’ and ‘How are you getting on?’. However, after several meetings, they could respond to that greeting. It meant that they were already familiar with that expression.

c. Using some teaching media to assist the teaching and learning process

The use of teaching media could attract the students’ attention. Based on the observation, the use of teaching media also could increase the students’ motivation in learning English especially speaking. Moreover the use of big color pictures in warming up activity helped the students to build the background knowledge of the field.

d. Implementing pair work and group work in doing learning activities

The implementation of pair work and group work was effective to make all the students whether the students with low or high proficiency level active in doing the tasks. They could share and discuss what they know in doing the tasks so that the students with high proficiency level could help the students with low proficiency level to mastering the lessons. I also was successful to make Yenita wanted to join the class by doing all the tasks given.

e. Giving feedback on students pronunciation

The implementation of giving feedback on students’ pronunciation was successful to improve the students’ mastery on pronunciation. They also could pronounce the words with the correct stress and intonation. They were familiar with phonetic transcription so that they became helpful or easier to pronounce new words.

- f. Giving students a handout for daily materials and a worksheet for the tasks

As my first goal in implementing this action, the distribution of handouts and worksheets were helpful in making the students more concentrate to the materials and the tasks given. They could pay attention more to my explanation because they did not need to take notes. It was also can save time so that all the materials and the tasks could delivered on time.

- g. Asking students to bring dictionary

The implementation of this action was useful for the students itself. It helped much to find the meaning each difficult or unfamiliar word that they found in during the teaching and learning process. So that, they did not disturb other students who wanted to do the tasks. It also made the situation of the class was so quite.

- h. Giving rewards for active students

The implementation of this action was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily. After I implemented this action, the students became more motivated to perform their works in front of the class voluntarily.

4. The Difference between Cycle I and Cycle II

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking ability and the objectives of the research were achieved, my research team and I agreed to end this research in this cycle. In

summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in this table 4.5 below.

Table 4.5: The Differences in Speaking Teaching and Learning Process during Cycle I and Cycle II

Before the Action	After Cycle I	After Cycle II
The students were passive in the teaching and learning process of speaking.	Some students were still passive when they were asked to express their ideas in English and perform their works in front of the class.	Most of the students were active and enthusiastic to express their ideas in English and perform their works in front of the class.
The students had low motivation in learning speaking.	Some students still had low motivation in learning speaking, even there was a student who did not want to do the tasks given.	The students were being motivated in learning speaking.
The students seemed bored while teaching and learning process of speaking so that they only chatted with their friends.	Some students were still bored of joining the teaching and learning process.	Most of the students were enthusiastic in joining the teaching and learning process.
The technique of teaching speaking was teacher-centered.	There were still some students who were not actively engaged in the speaking teaching and learning process.	All of the students were actively engaged in the activities during the speaking teaching and learning process.
The students rarely check or read the dictionary when they faced some difficult words	Some students were still asked to their friends when they found some difficult words	All of the students check on their dictionary when they found some difficult words.
The students did not pay attention to the lesson.	Some students still did not pay attention to the lesson.	All of the students paid attention more to the lesson.

From the table above, I concluded that communicative tasks were able to improve the eleventh grade science students' speaking skills at MAN Wonosari in the academic year of 2012/ 2013.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, I divide the content into three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

The two cycles in this action research were completely done. The research began on February 18 and ended on March 6, 2013. In both cycles, I implemented the communicative tasks and some accompanying activities in doing communicative tasks such as using classroom English, implementing pair work and group work, giving feedback on students' pronunciation, giving a handout and a worksheet, asking the students to bring dictionary, and giving rewards. In Cycle I, there were some successful and unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in Cycle II such as implementing communicative tasks and role plays, and giving rewards. By implementing those actions in Cycle II, the students' speaking ability could improve. It could be seen from the students' involvement, students' opinions, and the collaborator's opinion about the actions. They are presented as follows.

1. The design of actions in Cycle I

In this first cycle, I implemented communicative tasks such as retelling story, role play and game and some actions such as using classroom English effectively during teaching and learning process, using some teaching media to assist the teaching and learning process, implementing pair work and group work in doing learning activities, giving feedback on the students' pronunciation, giving a

handout and a worksheet, asking the students to bring dictionary. In Cycle I, there were some successful and unsuccessful actions. The successful actions were the implementation of classroom English, the implementation of communicative tasks, the implementation of giving a handout and a worksheet, the implementation of feedback of the students' pronunciation. With those activities, the students enjoyed them and they were more confident in speaking in English. Meanwhile, there was one unsuccessful action i.e. retelling story which was done in the last meeting because the students did not understand the instruction and aim of the activity. In that time, there was a student who was not actively engaged in the activity. Therefore, the implementation of communicative tasks was improved in Cycle II by using some various communicative tasks, such as role play and game.

2. The design of actions in Cycle II

In the second cycle, I implemented some actions to improve those in Cycle I. The actions were still focused on the implementation of communicative tasks. However, in this cycle, I implemented the communicative tasks through some various activities, such as role play and game. Besides implementing the communicative tasks, I continued to give feedback on the students' pronunciation. Meanwhile, regarding the findings of Cycle I, there were some revised actions such as the implementation of classroom English through the use of synonyms. In addition, I also used some new actions such as giving rewards for active students. By implementing those actions, the students' speaking ability improved. Besides,

they were more enthusiastic to perform their work in front of the class and more active in the speaking teaching and learning process.

Overall, it could be concluded that the communicative tasks and other accompanying actions could improve the students' speaking ability. Through those activities, the students were more confident and enthusiastic to perform their work in front of the class and they were more active during the speaking teaching and learning activities. Besides, they were more familiar with the English words and they rarely mispronounced the English words.

B. Implications

Based on the results of the actions, it was found that the students were more active in the speaking teaching and learning activities so that their speaking ability could be improved. They could be more familiar with the words they learnt. Besides, the communicative tasks did not make the students bored. It implies that the teacher can use communicative tasks in speaking teaching and learning process since they can give some benefits. First, they can improve the students' speaking ability. Second, they can increase their involvement in the speaking teaching and learning process. Third, they can increase the students' enthusiasm.

Furthermore, the results of the study indicate that the process of implementing communicative tasks could run well because the class management was good. When the number of the students working in groups was not big enough, such as group of three and two, all of them could participate equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, the

teacher should know the students' characteristics so that the activities could accommodate the students' interests.

C. Suggestions

1. To English teachers

Due to the limited time, I only implemented some communicative tasks, such as retelling story and role plays. The English teachers need to try to keep on applying the other various communicative tasks so that the students will be more motivated in the English teaching and learning process. During the research, I only used media such as pictures, recorded text, a song, a realia and role cards. The English teachers can use other media such as power point so that the students will be more interested with the activity. Besides, they may implement other interesting and communicative activities in the teaching and learning process so that the quality of English teaching and learning process can improve.

2. To other researchers

In this study, I conducted the research in one month, because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking ability. Moreover, they can conduct this study in other grade of the students, either in junior or senior high schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from MAN Wonosari so that the research findings can be more general. Moreover, they can use some other communicative tasks besides retelling story, role plays and games.

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APPENDICES



COURSE GRID

COURSE GRID

Subject : English
Skill : Speaking
Grade/ Semester : XI IPA/ 2

Standard of Competence (SK):

10. Expressing meaning in the short functional text and essay in the form of narrative, spoof and hortatory exposition in context of daily life.

Basic Competence (KD):

10.2 Expressing meaning in essay using simple spoken language accurately, fluently, and acceptable in the form of narrative, spoof, and hortatory exposition in context of daily life.

No.	Task Unit	Topic	Indicators	Language Aspect	Main Teaching-Learning Activities	Types of Communicative Task	Teaching Aids and Media
1.	UNIT 1	In the World of Imagination Input Text: A narrative text entitled "The Smartest Parrot"	At the end of the lesson, students are able to: a. Mention the function and characteristics of a text in the form of narrative correctly.	<ul style="list-style-type: none"> Simple past tense. Examples: <ul style="list-style-type: none"> The man tried to teach the bird to say Catano The man was very nice to the bird.. 	a. Pre-teaching Warming-up activities b. Whilst-teaching <ul style="list-style-type: none"> Lead-in <ul style="list-style-type: none"> Identifying the pictures and discussing the following questions with your partner. (TASK 1) Studying the types of narrative text following the pictures then 	<ul style="list-style-type: none"> Retelling a narrative story 	Whiteboard, laptop, audio speaker, teacher talks, worksheet, big color pictures, handout.

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			<p>b. Mention the organization/ generic structure of a narrative text correctly.</p> <p>c. Use the organization/ generic structure of narrative text in retelling the story accurately, fluently and acceptable.</p> <p>d. Use past tense and grammar to retell a story in the form of narrative text correctly.</p>	<ul style="list-style-type: none"> • Negative and Interrogative Sentence. Examples: (+) The man came back to the chicken house. (-) The man did not come back to the farm. (?) Did the man come back to the chicken house? (?) What did the man do? (+) There were four old chickens for next dinner. (-) There were not four old ducks for next dinner. (?) How many 	<p>label the pictures with the appropriate types. (TASK 2)</p> <ul style="list-style-type: none"> • Comprehension Focus <ul style="list-style-type: none"> - Listening to a recording containing a narrative story entitled “The Smartest Parrot” (input text) while finding the difficult words. It is played three times. (TASK 3) - Answering the questions related to the story which is listened in TASK 3. (TASK 4) - Giving True-False statement based on the story in TASK 3. (TASK 5) - Identifying the generic structure and language focus of input text. (TASK 6) • Language Focus <ul style="list-style-type: none"> - Reading aloud and identifying the generic structure of the input text. (TASK 7) - Pronunciation practice: Imitating the teacher’s oral model on pronouncing words, 		
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(Continued)		e. Pronounce words, phrases and sentences with the correct stress and intonation.	<p>old chickens for next dinner?</p> <ul style="list-style-type: none"> • Direct Speech. Example: <ul style="list-style-type: none"> - “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. • Indirect Speech Example: <ul style="list-style-type: none"> - The man said that the bird was stupid. • Grammar: <ul style="list-style-type: none"> - Adjective: wonderful, excited, smartest, nice, angry, stupid, old, surprised. - Adjective phrases: 	<p>which exist in the input text. (TASK 8)</p> <ul style="list-style-type: none"> - Examining stressed pattern, writing the phonetic transcription of words and pronounce them correctly. (TASK 9) - Identifying simple past tense. (TASK 10) - Choosing the correct form of verbs in the bracket. (TASK 11) - Grammar record: Identifying adverb (TASK 12) - Writing the sentences with the adverbs/ adverbial phrases in the brackets in the correct position. (TASK 13) - Identifying the direct and indirect speech. (TASK 14) - Making direct and indirect speech in sentences using clues given. (TASK 15) 		
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					<ul style="list-style-type: none"> • Communication Focus <ul style="list-style-type: none"> - Giving explanation about some gambits to retell a story. (TASK 16) - Asking the students to work in groups to retell a narrative story (input text) in front of the class. (TASK 17) 		
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Standard of Competence (SK):

9. Expressing meaning in formal and sustained transactional and interper-sonal conversation in context of daily life.

Basic Competency (KD):

9.1 Expressing meaning in formal and sustained transactional (*to get things done*) and interpersonal (*to socialize*) conversation using simple spoken language accurately, fluently, and acceptable in the form of expressing stance, expressing love and sadness in context of daily life.

No.	Task Unit	Topic	Indicators	Language Focus	Main Teaching-Learning Activities	Types of Communicative Task	Teaching Aids and Media
2.	UNIT 2	Let me be with you. Input Text: A recorded	At the end of the lesson, students are able to: a. expressing love based on the	a. Expressing love Examples: - I do love you. - I fall in love	a. Pre-teaching Warming-up activities b. Whilst-teaching • Lead-in	Finding a date game (Role play)	Whiteboard, laptop, audio speaker, role cards, teacher talks, worksheet,

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		conversation between Lisa and Jack and a recorded conversation between Jack and Michelle	<p>topic given in formal and informal situations with intelligible grammar and pronunciation.</p> <p>b. expressing sadness based on the topic given in formal and informal situations with intelligible grammar and pronunciation.</p> <p>c. give responses to the expressions of love and sadness based on the topic given in formal and informal situations with intelligible</p>	<p>with you.</p> <p>b. Response to expressing love Examples:</p> <ul style="list-style-type: none"> - I love you too. - I feel the same. <p>c. Expressing sadness Examples:</p> <ul style="list-style-type: none"> - I'm very sad. - I can't hold my tears on it. 	<ul style="list-style-type: none"> - Presenting two big color pictures and answering the question. (TASK 1) - Answering some questions based on the students' experience. (TASK 2) <ul style="list-style-type: none"> • Comprehension Focus <ul style="list-style-type: none"> - Listening to a song entitled Hurt by Christina Aguilera while completing the missing lyrics. It is played twice. (TASK 3) - Listening to the song again and listing the expressions of love and sadness. It is played twice. (TASK 4) - Labelling the expressions of love and sadness with the suitable situations in the pictures. (TASK 5) - Matching the terms related to the love and sadness with the appropriate definitions. (TASK 6) 		big color pictures, flower, handout.
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			grammar and pronunciation.		<ul style="list-style-type: none">• Language Focus<ul style="list-style-type: none">- Identifying the expressions of love and sadness and studying other examples of the expressions of love and sadness. (TASK 7)- Pronunciation practice: Imitating the teacher's oral model on pronouncing words with letter "o". (TASK 8)- Arranging jumbled letters into correct words and pronouncing them correctly. (TASK 9)• Communication Focus<ul style="list-style-type: none">- Acting the dialogue with the partner. (TASK 10)- Completing dialogues by using suitable expressions and acting it out in front of the class in pairs. (TASK 11)- Making a short dialogue based on the following guideline and then act it out with your partner. (TASK 12)- Making a dialogue based on the		
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					following situations and act it out. (TASK 13) - Playing “Finding a Date game” (TASK 14)		
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B

LESSON PLANS

&

TASKS UNIT

LESSON PLAN

A. Identity of the Lesson

1. Subject : English
2. School : MAN Wonosari
3. Grade/ Semester : XI/ 2

B. Standard of Competence

10. Expressing meaning in the short functional text and essay in the form of narrative, spoof and hortatory exposition in context of daily life.

C. Basic Competency

- 10.2. Expressing meaning of essay using simple spoken language accurately, fluently, and acceptable in the form of narrative, spoof and hortatory exposition in context of daily life.

D. Indicators

1. mention the function and characteristics of a text in the form of narrative.
2. mention the organization/ generic structure of a narrative.
3. use the organization/ generic structure of narrative text in retelling the story accurately, fluently and acceptable.
4. use past tense and grammar to retell a story in the form of narrative text correctly.
5. pronounce words, phrases and sentences with the correct stress and intonation.

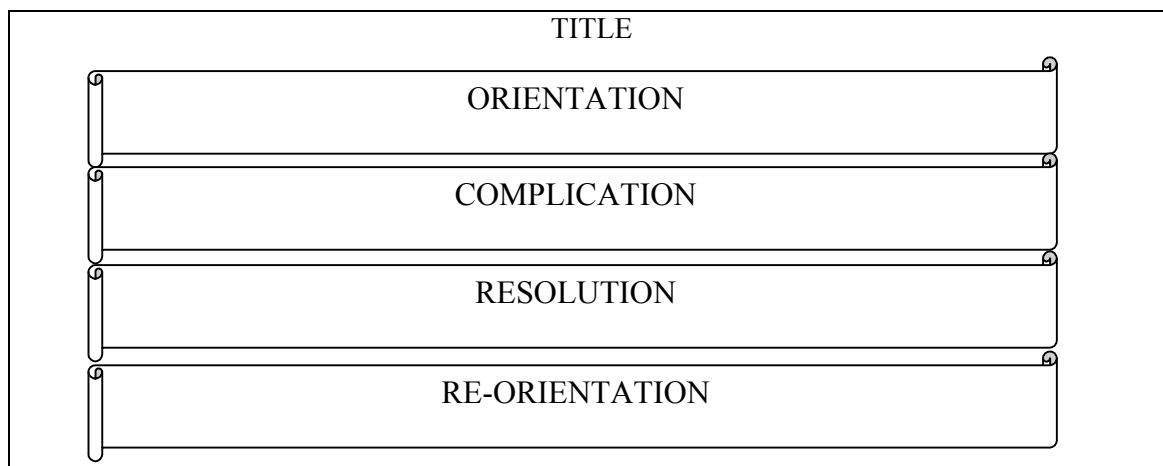
E. Instructional Objectives

Provided with a narrative story, at the end of the lesson, students in groups are able to retell a story with intelligible pronunciation with a good organization fluently.

F. Instructional Materials

1. Topic : In the World of Imagination
2. Input text : Recorded Narrative Text
3. Key Vocabulary : except, shouted, bear, humble, turn.

4. Key Structure of the Text :



5. Key Pronunciation : could /kʊd/, except /ɪk'sept/, felt /felt/, tried /traɪd/, kept /kept/, bear /beə(r)/, picked /, threw /θru:/, continued /kən'tɪnju:d/, left /left/, saw /sɔ:/.

G. Time Allocation: 6 x 45 minutes

H. Teaching Method: based on the Contextual-Communicative Model of EFL Teaching Learning

I. Procedures (The whole teaching materials are attached.)

1. Warming Up

- Greeting.
- Checking attendance.
- Question and answer activities leading to the topic while presents some pictures of narrative story.
- Studying the types of narrative text following the pictures and labeling the stories with their types chosen from the box.

2. Main Teaching-Learning Activities

▪ Comprehension Focus

- Presents an input text: listening to a narrative text (The Smartest Parrot).
- Listening to the recording consist of a narrative story entitled "The Smartest Parrot" which is played three times.
- Finding some difficult words.
- Answering the questions related to the input text.

- e. Deciding whether each of these statements is true or false based on the input text.
- f. Identifying the generic structure and language focus of narrative text.

- Language Focus

- a. Reading aloud and identifying the generic structure of the input text.
- b. Pronunciation practice: Imitating the teacher's oral model on pronouncing words, phrases and sentences which exist in the input text and studying the phonetic transcription.
- c. Examining stress of words by writing the phonetic transcription, stress patterns of phrases and intonation of sentences whether they have falling or raising intonation and saying them orally.
- d. Studying the simple past tense and positive, negative and interrogative sentences.
- e. Changing the verbs into the correct form.
- f. Making positive, negative and interrogative sentences based on the clues given.
- g. Grammar record: Identifying Adjective, Adverb and Pronoun.
- h. Arranging jumbled sentences.
- i. Identifying the direct and indirect speech.
- j. Making direct and indirect speech in sentences using clues given.

- Communication Focus

- a. Explaining some gambits to retell a story.
- b. Asking the students to work in groups to retell a narrative story (input text) in front of the class.

3. Closing

- a. Giving feedback about the materials given.
- b. Giving homework.
- c. Informing the next materials.

J. Role of the Teacher and Students

1. Teacher's role : as a presenter, assessor, observer.
2. Students' role : as a group member, a partner.

K. Setting: classroom, pairwork.

L. Teaching Media: whiteboard, laptop, audio speaker, teacher talks, worksheet, big color pictures, handout.

M. Learning Resources:

1. Priyana, Jaka. 2008. INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme. Departemen Pendidikan nasional: Jakarta.
2. Doddy, Achmad. 2008. Developing english competencies 2: for Senior High School (SMA/MA) grade XI. Departemen Pendidikan nasional: Jakarta.

N. Evaluation

No.	Aspect	Technique	Instrument
1.	Students' comprehension on the identifying some narrative texts.	<ul style="list-style-type: none"> - Giving oral questions related to the pictures of narrative texts containing the title and the characters. - Asking the students to label the stories with their types chosen from the box. - Asking the students to answer the questions and decide the statements are true or false based on the recorded story. 	Orally TASK 1 TASK 4 DAN 5
2.	Students' pronunciation (stress, intonation, etc)	<ul style="list-style-type: none"> - Asking the students to examines stress of words, stress pattern of phrases and intonation of sentences whether they have falling or raising intonation and then say them orally. 	TASK 9
3.	Students' performance on retelling the story.	<ul style="list-style-type: none"> - Asking the students to work in pairs to retell a narrative story in front of the class. 	TASK 19

Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No.	Aspect	Indicator	Score 5= very good; 4= good; 3= fair; 2= poor; 1= very poor
1.	Phonological Skill	Students are able to articulate and blend vowels and consonants of the language that they are learning (pronunciation) and use appropriate stress and intonation to represent their message as given and new	

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		information clearly to listener.	
2.	Speech Function Skill	Students are able to use spoken words to perform communicative functions, such as requesting, declining, explaining, complaining, encouraging, directing, warning, agreeing, etc. for achieving specific communicative ends in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabulary.	
3.	Interaction Management	Students are able to manage face-to-face interaction by initiating, maintaining and closing conversations, regulating turn-taking (offering and taking conversational turns), changing topics (modify or redirect the focus or topic of an interaction) and negotiating meaning to ensure that one understands what interlocutors mean).	
4.	Extended Discourse Organization Skill	Students are able to establish coherence and cohesion in extended discourse by using established conversational structures to structure different types of spoken text (e.g. narrative, recount, etc.)	

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LESSON PLAN

A. Identity of the Lesson

1. Subject : English
2. School : MAN Wonosari
3. Grade/ Semester : XI/ 2

B. Standard of Competence

9. Expressing meaning in formal and sustained transactional and interpersonal conversation in context of daily life.

C. Basic Competence

- 9.1 Expressing meaning in formal and sustained transactional (*to get things done*) and interpersonal (*to socialize*) conversation using simple spoken language accurately, fluently, and acceptable in the form of expressing stance, expressing love and sadness in context of daily life.

D. Indicators

1. understanding meanings and information from the input text well
2. identifying the grammatical structures of expressing love and sadness.
3. pronouncing a number of vocabularies related to the topic with intelligible pronunciation.
4. using the expression of love and sadness in a dialogue based on the situation given with intelligible grammar and pronunciation correctly.

E. Instructional Objectives

At the end of the lesson, students are able to:

1. pronounce the expression of love and sadness correctly.
2. use the expression of love and sadness in a dialogue.

F. Instructional Materials

1. Topic : Let me be with you.
2. Input Text : Recorded song
3. Key Vocabularies : blaming, admit, hurt.
4. Key Structures :

- | |
|--|
| <ul style="list-style-type: none"> • Expressing Love 1. S + V1 + O |
|--|

<p>I love you</p> <p>I like you</p>

2. S + V1 + O + Adv

I love you so much

3. S + to be + interested in +

O

I am interested in

Math

• Expressing Sadness

1. S + to be + sad

I am sad.

5. Key Pronunciation : told /təʊld/, how /haʊ/, proud /praʊd/, nothing /'nʌθ.ɪŋ/, today /tə'deɪ/, would /wʊd/, down /daʊn/.

G. Time Allocation: 6 x 45 minutes

H. Teaching Method: based on the Contextual-Communicative Model of EFL Teaching Learning

I. Procedures (The whole teaching materials are attached)

1. Warming Up

- Greeting
- Checking attendance list
- Presenting some pictures (attached)
- Discussing about the pictures

2. Main Teaching-Learning Activities

- Comprehension focus
 - Listening to a song entitled hurt by Christina Aguilera and completing the missing lyrics.
 - Listening to the recording again and listing the expressions of love and sadness.
 - Labelling the expressions of love and sadness with the suitable situations in the pictures.
 - Matching the terms related to the love and sadness with the appropriate definitions.

- Language focus
 - Identifying the expressions of love and sadness and studying other examples of the expressions of love and sadness.
 - Pronunciation practice: Imitating the teacher's oral model on pronouncing words of letter "o".
 - Arranging jumble letters into correct words and pronounce them correctly.
- Communication focus
 - Acting the dialogue with the partner.
 - Completing dialogues by using suitable expressions and acting it out in front of the class in pairs.
 - Making a short dialogue based on the following guideline and then act it out with your partner.
 - Making a dialogue based on the following situations and act it out.
 - Playing "Finding a Date game"

3. Closing

- Giving feedback about the materials given.
- Giving homework
- Informing the next material

J. Roles of the Teacher and Students

1. Teacher's roles: as a presenter, assessor, observer.
2. Students' roles: as a group member, a partner

K. Setting: Classroom, pairwork

L. Teaching Media: Whiteboard, laptop, audio speaker, flashcards, teacher talks, worksheet.

M. Learning Resources:

- Priyana, Jaka. 2008. INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme. Departemen Pendidikan nasional: Jakarta.
- Doddy, Achmad. 2008. Developing english competencies 2: for Senior High School (SMA/MA) grade XI. Departemen Pendidikan nasional: Jakarta.

N. Evaluation

No.	Aspect	Technique	Instrument
1.	Students' comprehension on the identifying the expression of love and sadness.	<ul style="list-style-type: none"> - Giving oral questions based on the students' experience. - Giving questions related to the song about expressing love and sadness - Labelling the pictures with the suitable expressions. - Matching the terms related to the love and sadness with the appropriate definitions. 	TASK 2 TASK 3 TASK 5 TASK 6
2.	Students' pronunciation (stress, intonation, etc).	Asking the students to arrange the jumbled letters into good words and then pronounce them correctly.	TASK 9
3.	Students' performance on using the expression of love and sadness.	<ul style="list-style-type: none"> - Making a short dialogue based on the following guideline and then act it out with your partner. - Making a dialogue based on the following situations and act it out. - Playing "Finding a Date game" 	TASK 12 TASK 13 TASK 14

Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No.	Aspect	Indicator	Score 5= very good; 4= good; 3= fair; 2= poor; 1= very poor
1.	Phonological Skill	Students are able to articulate and blend vowels and consonants of the language that they are learning (pronunciation) and use appropriate stress and intonation to represent their message as given and new information clearly to listener.	
2.	Speech Function Skill	Students are able to use spoken words to perform communicative functions, such as requesting, declining, explaining, complaining, encouraging, directing, warning, agreeing, etc. for achieving specific communicative ends	

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		in routine social and transactional exchanges with correct grammatical patterns and a number of intended vocabulary.	
3.	Interaction Management	Students are able to manage face-to-face interaction by initiating, maintaining and closing conversations, regulating turn-taking (offering and talking conversational turns), changing topics (modify or redirect the focus or topic of an interaction) and negotiating meaning to ensure that one understands what interlocutors mean).	
4.	Extended Discourse Organization Skill	Students are able to establish coherence and cohesion in extended discourse by using established conversational structures to structure different types of spoken text (e.g. narrative, recount, etc.)	

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UNIT I

IN THE WORLD OF IMAGINATION

Do you like reading English stories? What is your favourite story about? In this unit you will study about narrative stories from around the world. Use your imagination to enjoy the plots.

LEAD-IN

TASK 1

Identify the pictures below and discuss the following questions with your partner.

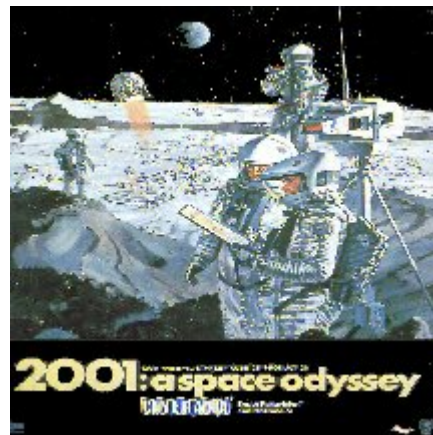


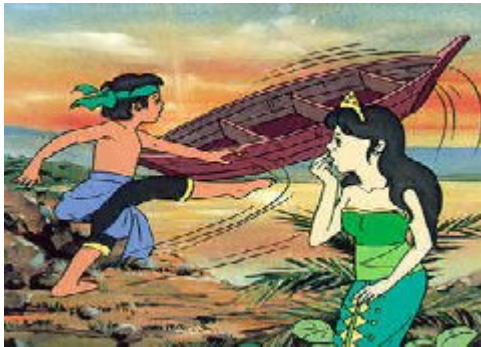
1. Do you know the stories above? If yes, what are the titles of those stories?
2. Can you mention the characters of those stories and what happened to them?

TASK 2

Study the types of narrative text following the pictures then label the pictures with the appropriate types chosen from the box.









Science Fiction

Fable

Fairy tale

Legend

Notes:

Science fiction : the stories often tell about science and technology of the future.

- Fable** : moral stories, usually about animals, making them seem like human beings.
- Fairy tale** : children's stories about fairies, princesses, giants, etc.
- Legend** : stories from the past which may not be based on fact.



TASK 3

Find some difficult words while listening to a narrative story entitled "The Smartest Parrot" and check into your dictionary.

Task 4

Answer these questions based on the narrative story you have listened to.

1. How did the parrot look like?
2. Where was the parrot born?
3. What was the word that the parrot would not say?
4. What did the the man do to the parrot after he had been trying to teach the bird?
5. What is the moral lesson of the story?

Transcript of Input Text

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man always tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word?"

Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner. The man said that the bird was as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

TASK 5

Decide whether each of these statements is true or false based on the narrative transcript in TASK 3.

- | | |
|--|----------------------|
| 1. The parrot could say every word without exception. | <input type="text"/> |
| 2. The bird was born at Catano. | <input type="text"/> |
| 3. In teaching the bird, the man was very patient. | <input type="text"/> |
| 4. The man picked the bird and threw it to the chicken seller. | <input type="text"/> |
| 5. Actually the bird could say Catano very well. | <input type="text"/> |

TASK 6

Study this explanation below.

NARRATIVE TEXT

A. Definition and Purpose

A narrative text is a text that tells a story that could happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer’s imagination.

The purpose of this text are:

- To entertain or enlighten;
- To help understand problems and issues that might be encountered in their own lives;
- To empathize with characters engaged in resolving problems;
- To recognize the complexity of human relationships;

B. Types of Narrative Text

Common forms of narrative text which are studied in high school are:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are

- Sangkuriang
- Malin Kundang
- The legend of Tangkuban Perahu
- The story of Toba lake

2. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

- Mousedeer and crocodile.
- The Ants and the Grasshopper
- The smartest parrot
- The story of monkey and crocodile

3. Fairy tale

According to Wikipedia, fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins,

elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are:

- Cinderella
- Snow white
- Pinocchio
- Beauty and the beast
- The story of Rapunzel

4. Science fiction

Science fiction is a genre of fiction in which the stories often tell about science and technology of the future. It is important to note that science fiction has a relationship with the principles of science—these stories involve partially true/partially fictitious laws or theories of science. It should not be completely unbelievable, because it then ventures into the genre fantasy. Some examples of science fiction are:

- To the Moon from the Earth by Jules Verne
- Starship Trooper by Robert Heinlein
- A Space Odyssey by Arthur C. Clarke

(<http://www.englishdirection.com/2011/03/kinds-of-narrative.html>)

C. Generic Structure

A narrative text has four parts, they are:

1. Orientation

This part introduces main characters in a setting of place and time. It tells about the story's setting, the time when the story happens, and the characters of the story.

2. Complication

This part tells the problems of the story and how the main characters face them. It includes situations, activities, or events that lead to the climax or complication.

3. Resolution

The Resolution tells the ending of the story. The complication or problem is solved here. It shows the end of the story, usually a happy ending.

4. Re-orientation

Some narratives have a 're-orientation' or coda which returns the listener or reader to the present and provide a kind of thematic summation of the events rather like the moral at the end of a fable. This stage is common in spoken narratives and is optional which means that it is not necessary to a complete narrative. It depends on the individual narrator whether it is included.

D. Language Features

- | | |
|--------------------------------------|-------------------|
| 1. Use of direct and indirect speech | 5. Use adjectives |
| 2. Use pronoun | 6. Use adverb |
| 3. Use simple past tense | |
| 4. Use noun phrases | |



TASK 7

Now, read the narrative text entitled "The Smartest Parrot" above then identify the generic structure of that text.

TASK 8

It is pronunciation practice. Your teacher will pronounce these words. Pay attention and repeat after her correctly.

a. Words' stress

Could	: /kʊd/,	Felt	: /felt/,
Except	: /ɪk'sept/,	Tried	: /traɪd/,

Kept	: /kept/,	Continued	: /kən'tɪnju:d/,
Bear	: /beə(r)/,	Left	: /left/,
Picked	: /,	Saw	: /sɔ:/
Threw	: /θru:/,		

TASK 9

Examine the stress of words below by writing their phonetic transcription.

- | | |
|---------------|--------------|
| 1. Developed | 4. Explained |
| 2. Practiced | 5. Arranged |
| 3. Pronounced | |

TASK 10

Study the explanation of simple past tense below.

A. SIMPLE PAST TENSE

1. Pattern

(+) S + V2 + O

The man tried to teach the bird to say Catano.

(-) S + Auxiliary Verb + not + V1 + O

The man did not try to teach the bird to say America.

(?) Auxiliary Verb + S + V1 + O ?

Did the man try to teach the bird say Catano?

(+) S + was/ were + C

The man was very nice to the bird.

(-) S + was/ were + not + C

The man was not very cruel to the bird.

(?) Was/ were + S + C ?

Was the man very nice to the bird?

To make the past simple tense, we use:

- **past form only**
or
- **auxiliary did + base form**

Here you can see examples of the **past form** and **base form** for irregular verbs and regular verbs:

	V1 base	V2 past	V3 past participle	
regular verb	work explode like	worked exploded liked	worked exploded liked	The past form for all regular verbs ends in -ed.
irregular verb	go see sing	went saw sang	gone seen sung	The past form for irregular verbs is variable. You need to learn it by heart.
			You do not need the past participle form to make the past simple tense. It is shown here for completeness only.	

The auxiliary verb **did** is not conjugated. It is the same for all persons (I did, you did, he did etc). And the base form and past form do not change. Look at these examples with the main verbs **go** and **work**:

	subject	auxiliary verb		main verb	
+	I			went	to school.
	You			worked	very hard.
-	She	did	not	go	with me.
	We	did	not	work	yesterday.
?	Did	you		go	to London?
	Did	they		work	at home?

Exception!

The verb **to be** is different. We conjugate the verb to be (I was, you were, he/she/it was, we were, they were); and we do **not** use an auxiliary for negative and question sentences. To make a question, we exchange the subject and verb. Look at these examples:

	subject	main verb		
+	I, he/she/it	was		here.
	You, we, they	were		in London.
-	I, he/she/it	was	not	there.
	You, we, they	were	not	happy.
?	Was	I, he/she/it		right?
	Were	you, we, they		late?

2. Function


We use the past simple tense to talk about an action or a situation - an event - in the past. The event can be **short** or **long**.

Here are some **short** events with the past simple tense:

The car exploded at 9.30am yesterday. She went to the door. We did not hear the telephone. Did you see that car?		
past	present	future
■		
The action is in the past.		

Here are some **long** events with the past simple tense:

I lived in Bangkok for 10 years. The Jurassic period lasted about 62 million years.
--

We did not sing at the concert. Did you watch TV last night?		
past	present	future
		
The action is in the past.		

Notice that it does not matter how long ago the event is: it can be a few minutes or seconds in the past, or millions of years in the past. Also it does not matter how long the event is. It can be a few milliseconds (car explosion) or millions of years (Jurassic period). We use the past simple tense when:

- a. something happened, took place at specific time in the past.
 - I ate lunch at noon today.
 - He drove to work yesterday
 - b. express a completed action.
 - She finally mailed the letter.
 - Jan finished her report on time.
 - c. express past status.
 - John was still single in 1995.
 - Jane was a movie star.
3. Time Marker
- Last
 - ...ago
 - This afternoon
 - Then
 - Just now
 - This morning
 - Yesterday

In general, if we say the **time** or **place** of the event, we must use the past simple tense; we cannot use the present perfect.

Note that when we tell a story, we usually use the past simple tense. We may use the past continuous tense to "set the scene", but we almost always use the past simple tense for the action. Look at this example of the beginning of a story:

"The wind was howling around the hotel and the rain was pouring down. It **was** cold. The door **opened** and James Bond **entered**. He **took off** his coat,

which **was** very wet, and **ordered** a drink at the bar. He **sat down** in the corner of the lounge and quietly **drank** his..."

This page shows the use of the past simple tense to talk about past events. But note that there are some other uses for the past simple tense, for example in conditional or if sentences.

TASK 11

Chose the correct form of verbs in the bracket.

1. I (~~goed~~/ **went**/ ~~gone~~) to the mall after school.
2. My brother (~~seen~~/ **saw**/ ~~sees~~) a white snake an hour ago.
3. (~~Did~~/ **are does**) John visit his grandfather last night?
4. Brian did not (~~work~~/ **worked**/ ~~working~~) last weekend.
5. (~~Are~~/ **was**/ ~~were~~) Marcell and Michelle at last month's meeting?
6. We (~~were~~/ **was**/ ~~did~~) not happy after the sad ennding.
7. (~~Are~~/ **did**/ ~~do~~) you see Hega's new Cat yesterday?
8. Sorry, I (~~wasn't~~/ **didn't**/ ~~am not~~) you at the door.
9. I (~~studying~~/ **study**/ ~~studied~~) English for two years.
10. What (~~do~~/ **did**/ ~~were~~) you eat for lunch yesterday?

TASK 12

Grammar record: Identify these explanation about adverb.

ADVERB

1. Description

Adverb is the part of speech (word class) that is primirily used to modify a verb, adjective, or other adverb. An adverb that modify adjective is like in "quite sad" or other adverb is in "very carelessly" appears immediately in front of the word it modifies. An adverb that modifies a verb is generally more flexible: it may appear before or after the verb it modifies ("softly sang" or "sang softly"), or it may appear at the beginning of the sentence ("Softly she sang to the baby"). The position of the adverb may have an effect on the meaning of the sentence.

Adverbs typically add information about time (rarely, frequently, tomorrow), manner (slowly, quickly, willingly), or place (here, there, everywhere) in addition to a wide range of other meanings.

2. Types

Adverb is commonly divided into five, they are adverb of manner, adverb of place, adverb of time, adverb of frequency and adverb of degree.

a. Adverb of Manner

It is an adverb which explains the way to do something, for examples:

- a. "Say Catano! Or I will kill you" the man said **angrily**.
- b. At the moment, the parrot was standing **proudly**.

Adverb of manner is formed by adding **-ly** on the last of adjective.

Adjective	Adverb
Angry ----->	Angrily (dengan marah)
Proud ----->	Proudly (dengan bangga)
Easy ----->	Easily (dengan mudah)
Slow ----->	Slowly (dengan pelan)

But, some adverbs of manner have similar form with adjective or without adding **-ly**.

Adjective	Adverb
Fast ----->	Fast (dengan cepat) : He runs fast.
Hard ----->	Hard (dengan keras) : He works hard.
Early ----->	Early (dengan lebih awal) : She gets up early.
Late ----->	Late (dengan terlambat) : She comes late.

Some adverbs which is ended by **-ly** are not adverbs of manner.

Adverb of Manner	Not Adverb of Manner
Hard : dengan keras	Hardly : hampir tidak

Late : dengan terlambat	Lately : belakangan, akhir-akhir ini
Just : dengan adil	Justly : pantas

There are also some adjectives which is ended by -ly but they are not adverbs of manner. The pattern which is used in adverb of manner is "in a ... way/ manner."

Adjective	Adverb of Manner
Friendly : ramah	In a friendly manner
Lively : hidup	In a lively way
Lovely : indah, menarik	In a lovely manner/ way
Silly : bodoh, tolo	In a silly way

b. Adverb of Place

Adverb of place is an adverb which is used to show an event took place.

For examples:

- The man came back to the **chicken house**.
- John came **here** yesterday.
- They live **in Yogyakarta**.
- She lives in **upstairs**.
- The book is **on the table**.

c. Adverb of Time

It is an adverb which show the time of the event, for examples:

- **One day**, the man really got very angry.
- She is sleeping **now**.
- Did they come here **last night**?
- I went there in **2006**.
- I was in Jakarta **yesterday**.

Another examples of adverb of time are: before, after, lately, soon, today, recently.

d. Adverb of Frequency

It is an adverb which express the frequency we do something or something happened. For examples:

- The man **always** tried to teach the bird to say Catano.
- I **never** go there.

To ask the frequency someone doing something, we can say "How often". For examples:

A: **How often** do you watch television?

B: I watch television **everyday**.

The common adverbs of frequency which often used are: always, usually, frequently, often, sometimes, regularly (secara teratur), seldom (jarang), occasionally (kadang-kadang), rarely (jarang) and scarcely (hampir tidak).

e. Adverb of Degree

It is commonly used to modify an adjective or adverb. It is indicated the degree of a situation, for examples:

- The man was **very** nice to the bird.
- She is **fairly** fat.
- She typed **quickly** enough.

Another adverbs of degree are: absolutely, almost, completely, deeply, enough, equally, entirely, exactly, exceptionally, extremely, fairly, just, nearly, only, partly, perfectly, practically, quite, rather, very, really, reasonably, slightly, so, thoroughly, too, well.

TASK 13

Write the sentences with the adverbs/ adverbial phrases in the brackets in the correct position.

1. I've been working (in my office/ all morning/ hard).
I've been working hard in my office all morning.
2. He speaks to me (in the mornings/ never/ nicely)

3. We were listening (all evening/ Carefully).
-

4. She's been sleeping (in that Chair/ all afternoon/ soundly).
-

5. He is (at this time of day/ usually/ at the college).
-

6. The postman comes (in the morning/ Very early).
-

TASK 14

Study this explanation about direct and indirect speech below.

A. DIRECT SPEECH

"You stupid bird!" pointed the man to the parrot.

That sentence is an example of direct speech. Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we put the words spoken between quotation marks ("___") and there is no change in these words. We may be reporting something that's being said now, or telling someone later about a previous conversation. Another examples of direct speech are:

- John said, "I love you."
- Nadia said, "I am thirsty."
- She said, "I want to meet her."

B. INDIRECT SPEECH

The man said that the bird was as stupid as the chickens.

The sentence above is an example of indirect speech. Indirect speech is enclosing what the person said. It is usually used to talk about the past. When we use indirect speech, we don't use quotation marks. We should change the tense of the words spoken. We use reporting verbs, for example *say*, *ask*, and we may use the word *that* to introduce the reported words.

a. Patterns

1) Hopes, Intentions, Promises

When we report an intention, hope or promise, we use an appropriate reporting verb followed by a **that-clause** or a **to-infinitive**.

Direct Speech	Indirect speech
He said, "I'll pay you the money tomorrow."	He promised to pay me the money the next day. He promised that he would pay me the money the next day.

Other verbs used in this pattern include: hope, propose, threaten, guarantee, and swear.

2) Orders

When we want to report an order, we can use a verb like **tell** with **to-clause**.

Direct Speech	Indirect speech
The doctor said to me, "Stop smoking!"	The doctor told me to stop smoking.
"Get out of the car!" said the policeman.	The policeman ordered him to get out of the car.

Other verbs used are: command, order, warn, ask, invite, advise, beg, teach, and forbid.

3) Requests

When we want to report a request, we can use a verb like **ask** with **for-clause**.

Direct Speech	Indirect speech
The child asked, "Can I have a car?"	The child asked for a car.

4) Suggestions

Suggestions are usually reported with a **that**-**clause**. **That** and **should** are optional in these clauses.

Direct Speech	Indirect speech
"I think you should go to the dentist", said my mother	My mother suggested that I should go to the dentist.

Other verbs used are: insist, recommend, demand, request, and propose. Note: **Suggest** can also be followed by a gerund: I suggested postponing the visit to the dentist.

5) Questions

- **Question words** are reported by using **ask** (or another verb like **ask**) + **question word** + **clause**.

Direct Speech	Indirect speech
She asked me, "Where do u live?"	She asked me where I lived.
He asked me, "What is your name?"	He asked me what my name was.

- **Yes/No questions:** This type of question is reported by using **ask** + **if** / **whether** + **clause**:

Direct Speech	Indirect speech
He asked me, "Are you Eastern or Western?"	He asked me whether I was Eastern or Western.

b. Rules

There are rules in converting direct to indirect speech. The tense usually has change because when we use reported speech, we are usually talking about a time in the past (obviously the person who spoke originally spoke in the past).

1) Tense Change

As a rule when we report something someone has said you go back a tense (the tense on the left changes to the tense on the right)

Direct Speech	Indirect speech
<i>Present Simple</i> He said, "It is hot."	<i>Past Simple</i> He said it was hot.
<i>Present Continuous</i> She said, "I'm eating an apple."	<i>Past Continuous</i> She said she was eating an apple.
<i>Present Perfect Simple</i> She said, "I've taught English since 1999."	<i>Past Perfect Simple</i> She said she had taught English since 1999.
<i>Present Perfect Continuous</i> He said, "I've been teaching English for two years."	<i>Past Perfect Continuous</i> She said she had been teaching English for two years.
<i>Past Simple</i> She said, "I taught English."	<i>Past Perfect</i> She said she had taught English.
<i>Past Continuous</i> She said, "I was teaching earlier."	<i>Past Perfect Continuous</i> She said she had been teaching earlier
<i>Past Perfect</i> She said, "The lesson had already started when he arrived."	<i>Past Perfect</i> (No Change) She said the lesson had already started when he arrived.
<i>Past Perfect Continuous</i> She said, "I had already been teaching for ten minutes."	<i>Past Perfect Continuous</i> (No Change) She said she'd already been teaching for ten minutes.

Note:

We can use the *Present Tense* in indirect speech if we want to say that something is still true.

Direct Speech	Indirect speech
<i>Present Simple</i>	<i>Past Simple</i>

He said, "My name is James."	He said his name was James. or <i>Present Simple</i> He said his name is James.
------------------------------	--

2) Modal Change

Modal verb forms also sometimes change

Direct Speech	Indirect speech
<i>Will</i> She said, "I will teach English."	<i>Would</i> She said she would teach English.
<i>Can</i> She said, "I can teach English online."	<i>Could</i> She said she could teach English.
<i>Must</i> She said, "I must teach English."	<i>Had to</i> She said she had to teach English.
<i>Shall</i> She said, "What shall we learn today?"	<i>Should</i> She asked what we should learn today.
<i>May</i> She said, "May I open the window?"	<i>Might</i> She asked if she might open the window.

If it uses modal, such as: **could, would, should, might** and **ought to** in direct speech, then we don't need to change it.

3) Time Change

If direct speech sentence contains an expression of time, we must change it to fit in with the time.

Direct Speech	Indirect speech
this (morning/noon/evening)	that (morning/noon/evening)

today	yesterday
these (days)	those (days)
now	then
(a week/ a month/ a year) ago	(a week/ a month/ a year) before
last weekend	the weekend before last/ the previous weekend
here	there
next (week/month/year)	the following (week/month/year)
tomorrow	the next/following day

http://www.englishbaby.com/lessons/5056/member_submitted/direct_and_indirect_speech

TASK 15

Change into indirect speech.

1. "You are stupid bird!" pointed the man to the parrot.

2. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily.

3. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you".

4. "Just stay with them", Said the man angrily.

5. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot".

**TASK 16**

Study this explanation below.

Here are some examples of gambits in retelling story:

Hi guys... here I would like to retell a story entitled "*The Smartest Parrot*". I expect all of you enjoy this story...

(Start to retell).

Or

Let me tell you the story about.....

(Start to retell).

While retelling the story, you can say to the audience.. "Guess what happen next!"

TASK 17

Now, with your group retell the story entitled "*The Smartest Parrot*" in front of the class. I will give you 15 minutes to prepare your performance. You can manage the way you retell by your own group. Good luck.

UNIT II

LET ME BE WITH YOU

All people in the world surely ever feel a kind of emotion named love. Whether it is love for parents, brother/ sister, friends, teachers or boy/ girlfriend. We sometimes express our love with care, flower, chocolate or we express it with sweet words.

Do you know how to express love besides "I love you"? And how about if you feel sad because someone who you love does not love you too or leave you to study abroad? Can you express your feeling besides "I am sad"?

LEAD-IN

TASK 1

Study the pictures below and discuss with your partner which couple is deeply in love and which one is not. Have you ever fallen in love? How do you usually express them?



Picture 1. Justin Bieber and Selena Gomez **Picture 2.** Jessica Iskandar and Olga

TASK 2

Have you ever fallen in love with someone? Have you ever told your parents that you love them very much? Reflect on your experience to answer the following questions. Compare your answers with your classmates.

1. Have you got a boyfriend or a girlfriend?
2. What makes you love him/ her?
3. How do you express love to him/ her?
4. Do you feel that expressing love to your parents is different from that of you your boy/ girlfriend?
5. What will you feel if someone you love leaves you?

COMPREHENSION FOCUS

TASK 3

Listen to this song Carefully and complete the missing lyrics.

"Hurt"

Seems like it was yesterday when I saw your face
 You (1)_____ me (2)_____ (3)_____ you were but I (4)_____ away
 If only I knew what I know today

I would hold you in my arms
 I would take the pain away
 Thank you for all you've (5)_____
 Forgive all your mistakes
 There's nothing I (6)_____ do
 To hear your voice again
 Sometimes I want to call you but I know you won't be there

I'm sorry for blaming you for everything I just couldn't do
 And I've hurt myself by hurting you

Some days I feel (7) _____ inside but I won't admit
 Sometimes I just want to hide 'cause it's you I miss
 You know it's so hard to say goodbye when it comes to this

Would you tell me I was wrong?
 Would you help me understand?
 Are you looking (8) _____ upon me?
 Are you (9) _____ of who I am?
 There's nothing I wouldn't do
 To have just one more chance
 To look into your eyes and see you looking back

I'm sorry for blaming you for everything I just couldn't do
 And I've hurt myself

If I had just one more day, I would tell you how much that
 I've (10) _____ you since you've been away

Oh, it's dangerous
 It's so out of line to try to turn back time

I'm sorry for blaming you for everything I just couldn't do
 And I've hurt myself

By hurting you

TASK 4

List the expressions of love and sadness from the song's lyric above.

TASK 5

Label the pictures below with the most appropriate expressions in the box. Number one has been done for you as an example.

- Daisy... Would you be my girl?
- Come on Jes.. Stop it. You should forget him.
- Forgive me.. I can't stay here with you.
- Hey... Let me go, please..
- I can't stop my tears.. It's so hard for me..
- Sorry.. I think it's the best for us. I prefer live with someone who I love to you.
- Stay with me, please..



TASK 6

Match the terms on the left side with the appropriate definition on the right side.

- | | |
|--------------------------|--|
| 1. Calf love/ puppy love | a. Miserable because of unrequited love or unhappiness in love |
| 2. Eternal love | b. So deeply affected by love as to be unable to act normally. |
| 3. Loveorn | c. Feeling no love |
| 4. Lovesick | d. Having characteristics that attract love or affection. |
| 5. Loveless | e. The love between a young couple within a few weeks of getting together. |
| 6. Loveable | f. A sudden overwhelming feeling of love for somebody |
| 7. Love at first sight | g. A love that will last forever |



TASK 7

Study the following explanation. Some expressions below have been reproduced from the song's lyric in TASK 3.

EXPRESSION	FUNCTION
I would hold you in my arms	Expressing love
I would take the pain away	Expressing love
And I've hurt myself by hurting you	Expressing sadness
Some days I feel broke inside but I won't admit.	Expressing sadness
You know it's so hard to say goodbye when it comes to this.	Expressing sadness
There's nothing I wouldn't do	Expressing sadness
To have just one more chance	
To look into your eyes and see you looking back	

Here are some other examples to express your love:

Expressing Love		Accepting Love	Refusing Love
I fall in love with you.	I have a crush on you.	I love you too.	I'm sorry, I don't love you.
I do love you.	Let me be with you.	I'm in love with you too.	Sorry, I can't love you.
I love you.	I think I love you.	I have the same feeling as you.	I can't accept your love.
I'm in love with you.	I'm interested in		
I'm proud of having a mother like you.	You're my superhero, Mom.		

Here are some other examples to express your sadness:

Expressing Sadness		Response
I'm so sad.	I Can't believe what's going on.	Don't be sad.
I'm very sad about	I Can't hold my tears on it.	Don't drop yourself into sadness.
Please leave me alone.	Oh, no...(Crying)*	Come on. Move on, friend.
I'm really sad.	It is tragic	I Can see it, but you have to move on.
How sorrowful it is.	I feel so blue.	
That makes me depressed.	I'm totally distressed.	

TASK 8

Study the explanation below. Listen to your teacher and repeat after her.

The pronunciation of the Letter "o"

- Told : /tould/
- How : /haʊ/
- Proud : /praʊd/
- Nothing : /'nʌθ.ɪŋ/
- Today : /tə'deɪ/
- Would : /wʊd/
- Down : /daʊn/

Based on the examples, you learn that the letter "o" has different pronunciations.

1. Pronounced [ɒ] : such as in cock, knock, shock, odd, pot.
2. Pronounced [u:] : such as in move, you.

3. Pronounced [əʊ] : such as in go, no, most, code, mode, hope.
4. Pronounced [aʊ] : such as in cow, how, now.
5. Pronounced [ɔ:] : such as in lord, cord, born, horse.
6. Pronounced [ʌ] : such as in come, some, above.
7. Pronounced [ə] : such as in command, collect, compete, promote, connect.

TASK 9

Arrange these jumble letters into correct words. Listen and repeat after your teacher. Then, pronounce the words again and again.

1. c - e - m - t - p - e - o :
2. s - o - h - w :
3. c - m - o - e :
4. t - p - o :
5. c - r - o - d :
6. s - r - e - h - o - w :
7. w - e - n - o - d - r :
8. h - e - l - o :
9. b - o - l - w :
10. p - l - o - e :



TASK 10

It is time for you to practise expressing love to someone. In pairs, study the following dialogue. After that, act it out with your classmate.

- Doni : Hi, Sheila. Are you ready for the discussion tomorrow?
- Sheila : No, I'm not yet ready at all. There are some points still confusing me.
- Doni : What points do you find it difficult? Perhaps, I can do something for you.
- Sheila : It's about the arguments I should propose. It's hard to find good arguments.
- Doni : Well, I have some books which may meet your needs. I will bring them with me tomorrow.
- Sheila : How nice of you. Thanks.
- Doni : No problem. And, why don't you search some ideas in the internet? There's so much information you can download.
- Sheila : That's also my problem. I'm not familiar with the internet and I don't understand how to use internet.
- Doni : Really? Let's go to the internet shop. I'll teach you how to use the internet.
- Sheila : You will? Why are you very nice to me?
- Doni : Because I love you.
- Sheila : Really?
- Doni : Do you mind?
- Sheila : Not at all. I've been expecting those words from you.
- Doni : Really? I'm very happy to hear you say so.
- Sheila : Are we going to the internet?
- Doni : Sure. Anywhere you like.

TASK 11

Complete the following dialogues with suitable expression and then practice it with your friend.

- Diana : Sam, what do you think of the characters in the book we bought last week?

Samuel : Hmm..it's very touching.

- Diana : Really? I do too. We have the same opinion. The girl really loves the man, but the man doesn't know about it. He thinks of another girl.
- Samuel : Do you mean that he _____?
- Diana : Exactly! And it makes her heart broken.
2. Lina : Sin, don't be too close to Viant, okay?
- Sintya : But...Why?
- Lina : I'm afraid Saskia will be jealous.
- Sintya : Jealous?? She knows I _____ him!
- Lina : I know, but remember, he loved you.
- Sintya : It was! I didn't have _____. They know I'm _____ with Indra.
- Lina : Yes, all of our friends know that, but it's better to keep your relationship with Saskia, right?
- Sintya : I know it. Thank you, Lin.
3. Bobi : Ran, _____?
- Rani : Ha..ha..ha.. Are you kidding me? Of course I _____ as a friend. You are my best friend, and always be. I know you _____ Tika very much. And Tika does to.
- Bobi : Thank you, Ran. I thought you would be angry with me because I'm close to Tika now.
- Rani : Oh, come on, Bob. You're my best friend. I'll be very happy if you're happy.
4. Andina : Hei, ...Dini. What's wrong with you. You look _____.
Andini : Please, _____ alone.
Andina : What's the problem? Tell me.
Andini : I _____ my pain and sorrow in words.

- Andina : Oh, I guess. It must be about Andika. Am I right?
- Andini : Yes. He broke my heart again.
- Andina : Please. Come on girl. _____. There is not only one guys, right?
- Andini : Yes, you are right. But _____ so much.

TASK 12

In pairs, make a short dialogue based on the following guideline and then act it out with your partner.

1. Attracting attention (greeting or mentioning someone's name).
2. Saying that he or she is very good at a school event, for example, in a play or in a singing performance.
3. You say that you often see his or her performance and always sit on the front row.
4. You tell her or him that you actually love him or her.

TASK 13

With a partner, make a dialogue based on the following situations and act it out.

1. Your best friend's father had just passed away. She/he feels deeply sad.
2. You express your love to your mother and thank her for everything she has done.
3. Someone falls in love with you, but you can't accept it since he/ she far older than you.

TASK 14

Playing "FINDING A DATE GAME".

C

STUDENTS' WORKSHEET

&

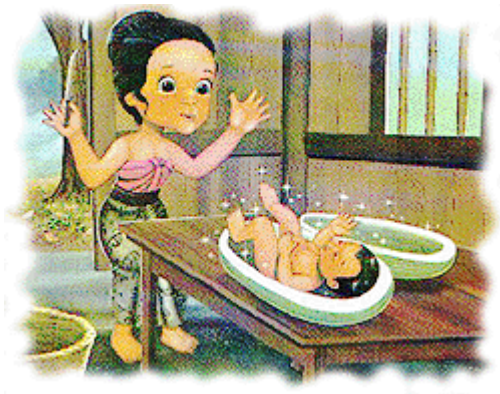
HANDOUT

STUDENTS WORKSHEET 1

First Meeting

TASK 1

Identify the pictures below and discuss the following questions with your partner.

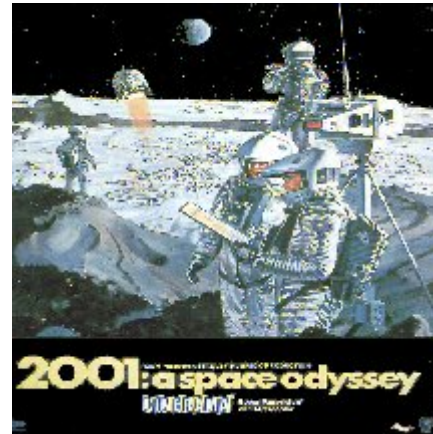


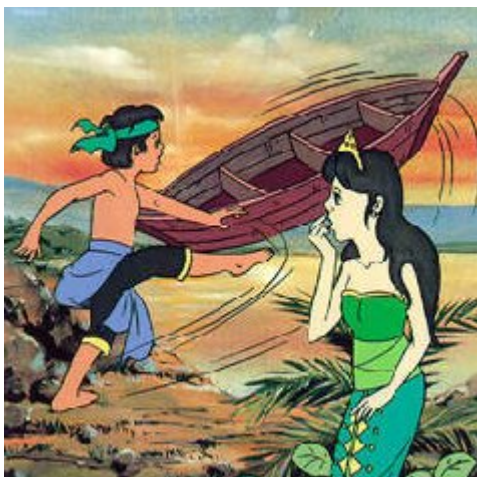
1. Do you know the stories above? If yes, what are the titles of those stories?
2. Can you mention the characters of those stories and what happened to them?

TASK 2

Study the types of narrative text following the pictures then label the pictures with the appropriate types chosen from the box.









Science Fiction

Fable

Fairy tale

Legend

Notes:

Science fiction : the stories often tell about science and technology of the future.

Fable : moral stories, usually about animals, making them seem like human beings.

- Fairy tale : children's stories about fairies, princesses, giants, etc.
 Legend : stories from the past which may not be based on fact.

Task 4

Listen to the narrative text again, then answer these questions and read aloud your answers.

1. How did the parrot look like?
2. Where was the parrot born?
3. What was the word that the parrot would not say?
4. What did the the man do to the parrot after he had been trying to teach the bird?
5. What is the moral lesson of the story?

Transcript of Input Text

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man always tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You are stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner. The man said that the bird was as stupid as the chickens. "Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

TASK 5

Decide whether each of these statements is true or false based on the narrative transcript above.

- | | |
|--|----------------------|
| 1. The parrot could say every word without exception. | <input type="text"/> |
| 2. The bird was born at Catano. | <input type="text"/> |
| 3. In teaching the bird, the man was very patient. | <input type="text"/> |
| 4. The man picked the bird and threw it to the chicken seller. | <input type="text"/> |
| 5. Actually the bird could say Catano very well. | <input type="text"/> |

Second Meeting

TASK 8

It is pronunciation practice. Your teacher will pronounce these words. Pay attention and repeat after her correctly.

Could	: /kʊd/,	Picked	: /,
Except	: /ɪk'sept/,	Threw	: /θru:/,
Felt	: /felt/,	Continued	: /kən'tɪnju:d/,
Tried	: /traɪd/,	Left	: /left/,
Kept	: /kept/,	Saw	: /sɔ/
Bear	: /beə(r)/,		

TASK 9

Examine the stress of words below by writing their phonetic transcription then pronounce them correctly.

- Developed
- Practiced

3. Pronounced
4. Explained
5. Arranged

TASK 11

Chose the correct form of verbs in the bracket.

1. I (~~goed~~/ ~~went~~/ ~~gone~~) to the mall after school.
2. My brother (~~seen~~/ ~~saw~~/ ~~sees~~) a white snake an hour ago.
3. (~~Did~~/ ~~are~~ ~~does~~) John visit his grandfather last night?
4. Brian did not (~~work~~/ ~~worked~~/ ~~working~~) last weekend.
5. (~~Are~~/ ~~was~~/ ~~were~~) Marcell and Michelle at last month's meeting?
6. We (~~were~~/ ~~was~~/ ~~did~~) not happy after the sad ennding.
7. (~~Are~~/ ~~did~~/ ~~do~~) you see Hega's new Cat yesterday?
8. Sorry, I (~~wasn't~~/ ~~didn't~~/ ~~am not~~) you at the door.
9. I (~~studying~~/ ~~study~~/ ~~studied~~) English for two years.
10. What (~~do~~/ ~~did~~/ ~~were~~) you eat for lunch yesterday?

TASK 13

Write the sentences with the adverbs/ adverbial phrases in the brackets in the correct position.

1. I've been working (in my office/ all morning/ hard).

I've been working hard in my office all morning.

2. He speaks to me (in the mornings/ never/ nicely)

3. We were listening (all evening/ Carefully).

4. She's been sleeping (in that chair/ all afternoon/ soundly).

5. He is (at this time of day/ usually/ at the college).

6. The postman comes (in the morning/ very early).
-

TASK 15

Change into indirect speech.

1. "You are stupid bird!" pointed the man to the parrot.

2. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily.

3. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you".

4. "Just stay with them", said the man angrily.

5. Then he continued to humiliate; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot".

Third Meeting

TASK 17

Now, with your group retell the story entitled "The Smartest Parrot" in front of the class. I will give you 15 minutes to prepare your performance. You can manage the way you retell by your own group. Good luck.

STUDENTS WORKSHEET 2

First Meeting

TASK 1

Study the pictures below and discuss with your partner which couple is deeply in love and which -one is not. Have you ever fallen in love? How do you usually express them?



Picture 1. Justin Bieber and Selena Gomez **Picture 2.** Jessica Iskandar and Olga

TASK 2

Have you ever fallen in love with someone? Have you ever told your parents that you love them very much? Reflect on your experience to answer the following questions. Compare your answers with your classmates.

1. Have you got a boyfriend or a girlfriend?
2. What makes you love him/ her?
3. How do you express love to him/ her?
4. Do you feel that expressing love to your parents is different from that of to your boy/ girlfriend?
5. What will you feel if someone you love leaves you?

TASK 3

Listen to this song carefully and complete the missing lyrics.

"Hurt"

Seems like it was yesterday when I saw your face
 You (1)_____ me (2)_____ (3)_____ you were but I (4)_____ away
 If only I knew what I know today

I would hold you in my arms
 I would take the pain away
 Thank you for all you've (5)_____
 Forgive all your mistakes
 There's nothing I (6)_____ do
 To hear your voice again
 Sometimes I want to call you but I know you won't be there

I'm sorry for blaming you for everything I just couldn't do
 And I've hurt myself by hurting you

Some days I feel (7) _____ inside but I won't admit
 Sometimes I just want to hide 'Cause it's you I miss
 You know it's so hard to say goodbye when it comes to this

Would you tell me I was wrong?
 Would you help me understand?
 Are you looking (8)_____ upon me?
 Are you (9)_____ of who I am?
 There's nothing I wouldn't do
 To have just one more chance
 To look into your eyes and see you looking back

I'm sorry for blaming you for everything I just couldn't do
 And I've hurt myself

If I had just one more day, I would tell you how much that
 I've (10)_____ you since you've been away

Oh, it's dangerous
 It's so out of line to try to turn back time

I'm sorry for blaming you for everything I just couldn't do
And I've hurt myself

By hurting you

TASK 4

List the expressions of love and sadness from the song's lyric above.

TASK 5

Label the pictures below with the most appropriate expressions in the box. Number one has been done for you as an example.

- Daisy... Would you be my girl?
- Come on Jes.. Stop it. You should forget him.
- Forgive me.. I can't stay here with you.
- Hey... Let me go, please..
- I can't stop my tears.. It's so hard for me..
- Sorry.. I think it's the best for us. I prefer live with someone who I love to you.
- Stay with me, please..

1



2



3



4



5



6



TASK 6

Match the terms on the left side with the appropriate definition on the right side.

- | | |
|--------------------------|--|
| 1. Calf love/ puppy love | a. Miserable because of unrequited love or unhappiness in love |
| 2. Eternal love | b. So deeply affected by love as to be unable to act normally. |
| 3. Lovelorn | c. Feeling no love |
| 4. Lovesick | d. Having characteristics that attract love or affection. |
| 5. Loveless | e. The love between a young couple within a few weeks of getting together. |
| 6. Loveable | f. A sudden overwhelming feeling of love for somebody |
| 7. Love at first sight | g. A love that will last forever. |

TASK 9

Arrange these jumble letters into correct words. Listen and repeat after your teacher. Then, pronounce the words again and again.

1. c - e - m - t - p - e - o :
2. s - o - h - w :
3. c - m - o - e :
4. t - p - o :
5. c - r - o - d :
6. s - r - e - h - o - w :
7. w - e - n - o - d - r :
8. h - e - l - o :

9. b - o - l - w :

10. p - l - o - e :

TASK 10

It is time for you to practise expressing love to someone. In pairs, study the following dialogue. After that, act it out with your classmate.

Doni : Hi, Sheila. Are you ready for the discussion tomorrow?

Sheila : No, I'm not yet ready at all. There are some points still confusing me.

Doni : What points do you find it difficult? Perhaps, I can do something for you.

Sheila : It's about the arguments I should propose. It's hard to find good arguments.

Doni : Well, I have some books which may meet your needs. I will bring them with me tomorrow.

Sheila : How nice of you. Thanks.

Doni : No problem. And, why don't you search some ideas in the internet? There's so much information you can download.

Sheila : That's also my problem. I'm not familiar with the internet and I don't understand how to use internet.

Doni : Really? Let's go to the internet shop. I'll teach you how to use the internet.

Sheila : You will? Why are you very nice to me?

Doni : Because I love you.

Sheila : Really?

Doni : Do you mind?

Sheila : Not at all. I've been expecting those words from you.

Doni : Really? I'm very happy to hear you say so.

Sheila : Are we going to the internet?

Doni : Sure. Anywhere you like.

TASK 11

Complete the following dialogues with suitable expression and then practice it with your friend.

1. Diana : Sam, what do you think of the characters in the book we bought last week?
 Samuel : Hmm...it's very touching.
 Diana : Really? I do too. We have the same opinion. The girl really loves the man, but the man doesn't know about it. He thinks of another girl.
 Samuel : Do you mean that he _____?
 Diana : Exactly! And it makes her heart broken.

2. Lina : Sin, don't be too close to Viant, okay?
 Sintya : But...Why?
 Lina : I'm afraid Saskia will be jealous.
 Sintya : Jealous?? She knows I _____ him!
 Lina : I know, but remember, he loved you.
 Sintya : It was! I didn't have _____. They know I'm _____ with Indra.
 Lina : Yes, all of our friends know that, but it's better to keep your relationship with Saskia, right?
 Sintya : I know it. Thank you, Lin.

3. Bobi : Ran, _____?
 Rani : Ha..ha..ha.. Are you kidding me? Of course I _____ as a friend. You are my best friend, and always be. I know you _____ Tika very much. And Tika does to.
 Bobi : Thank you, Ran. I thought you would be angry with me because I'm close to Tika now.

Rani : Oh, come on, Bob. You're my best friend. I'll be very happy if you're happy.

4. Andina : Hei, ...Dini. What's wrong with you. You look _____.

Andini : Please, _____ alone.

Andina : What's the problem? Tell me.

Andini : I _____ my pain and sorrow in words.

Andina : Oh, I guess. It must be about Andika. Am I right?

Andini : Yes. He broke my heart again.

Andina : Please. Come on girl. _____. There is not only one guys, right?

Andini : Yes, you are right. But _____ so much.

TASK 12

In pairs, make a short dialogue based on the following guideline and then act it out with your partner.

1. Attracting attention (greeting or mentioning someone's name).
2. Saying that he or she is very good at a school event, for example, in a play or in a singing performance.
3. You say that you often see his or her performance and always sit on the front row.
4. You tell her or him that you actually love him or her.

TASK 13

With a partner, make a dialogue based on the following situations and act it out.

1. Your best friend's father had just passed away. She/he feels deeply sad.
2. You express your love to your mother and thank her for everything she has done.
3. Someone falls in love with you, but you can't accept it since he/ she is far older than you.

TASK 14

Playing "FINDING A DATE GAME".

HANDOUT 1

Second Meeting

TASK 6

Study this explanation below.

NARRATIVE TEXT

A. Definition and Purpose

A narrative text is a text that tells a story that could happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination.

The purpose of this text are:

- To entertain or enlighten;
- To help understand problems and issues that might be encountered in their own lives;
- To empathize with characters engaged in resolving problems;
- To recognize the complexity of human relationships;

B. Types of Narrative Text

Common forms of narrative text which are studied in high school are:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are

- Sangkuriang
- Malin Kundang
- The legend of Tangkuban Perahu
- The story of Toba lake

2. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

- Mousedeer and crocodile.
- The Ants and the Grasshopper
- The smartest parrot
- The story of monkey and crocodile

3. Fairy tale

According to Wikipedia, fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are:

- Cinderella
- Snow white
- Pinocchio
- Beauty and the beast
- The story of Rapunzel

4. Science fiction

Science fiction is a genre of fiction in which the stories often tell about science and technology of the future. It is important to note that science fiction has a relationship with the principles of science—these stories involve partially true/partially fictitious laws or theories of science. It should not be completely unbelievable, because it then ventures into the genre fantasy. Some examples of science fiction are:

- To the Moon from the Earth by Jules Verne
- Starship Trooper by Robert Heinlein
- A Space Odyssey by Arthur C. Clarke

<http://www.englishdirection.com/2011/03/kinds-of-narrative.html>

C. Generic Structure

A narrative text has four parts, they are:

1. Orientation

This part introduces main characters in a setting of place and time. It tells about the story's setting, the time when the story happens, and the characters of the story.

2. Complication

This part tells the problems of the story and how the main characters face them. It includes situations, activities, or events that lead to the climax or complication.

3. Resolution

The Resolution tells the ending of the story. The complication or problem is solved here. It shows the end of the story, usually a happy ending.

4. Re-orientation

Some narratives have a 're-orientation' or coda which returns the listener or reader to the present and provide a kind of thematic summation of the events rather like the moral at the end of a fable. This stage is common in spoken narratives and is optional which means that it is not necessary to a complete narrative. It depends on the individual narrator whether it is included.

D. Language Features

1. Use of direct and indirect speech
2. Use pronoun
3. Use simple past tense
4. Use noun phrases
5. Use adjectives
6. Use adverb

TASK 10

Study the explanation of simple past tense below.

SIMPLE PAST TENSE

1. Pattern

(+) S + V2 + O

The man tried to teach the bird to say Catano.

(-) S + Auxiliary Verb + not + V1 + O

The man did not try to teach the bird to say America.

(?) Auxiliary Verb + S + V1 + O ?

Did the man try to teach the bird say Catano?

(+) S + was/ were + C

The man was very nice to the bird.

(-) S + was/ were + not + C

The man was not very cruel to the bird.

(?) Was/ were + S + C ?

Was the man very nice to the bird?

To make the past simple tense, we use:

- **past form** only
or
- auxiliary **did** + **base form**

Here you can see examples of the **past form** and **base form** for irregular verbs and regular verbs:

	V1 base	V2 past	V3 past participle	
regular verb	work explode	worked exploded	worked exploded	The past form for all regular verbs

	like	liked	liked	ends in -ed.
irregular verb	go see sing	went saw sang	gone seen sung	The past form for irregular verbs is variable. You need to learn it by heart.
			You do not need the past participle form to make the past simple tense. It is shown here for completeness only.	

The auxiliary verb **did** is not conjugated. It is the same for all persons (I did, you did, he did etc). And the base form and past form do not change. Look at these examples with the main verbs **go** and **work**:

	subject	auxiliary verb		main verb	
+	I			went	to school.
	You			worked	very hard.
-	She	did	not	go	with me.
	We	did	not	work	yesterday.
?	Did	you		go	to London?
	Did	they		work	at home?

Exception!

The verb **to be** is different. We conjugate the verb to be (I was, you were, he/she/it was, we were, they were); and we do **not** use an auxiliary for negative and question sentences. To make a question, we exchange the subject and verb. Look at these examples:

	subject	main verb		
+	I, he/she/it	was		here.
	You, we, they	were		in London.
-	I, he/she/it	was	not	there.

	You, we, they	were	not	happy.
?	Was	I, he/she/it		right?
	Were	you, we, they		late?

2. Function

We use the past simple tense to talk about an action or a situation - an event - in the past. The event can be **short** or **long**.

Here are some **short** events with the past simple tense:

The car exploded at 9.30am yesterday. She went to the door. We did not hear the telephone. Did you see that car?		
past	present	future
■		
The action is in the past.		

Here are some **long** events with the past simple tense:

I lived in Bangkok for 10 years. The Jurassic period lasted about 62 million years. We did not sing at the concert. Did you watch TV last night?		
past	present	future
■■■■■■■■■■		
The action is in the past.		

Notice that it does not matter how long ago the event is: it can be a few minutes or seconds in the past, or millions of years in the past. Also it does not matter how long the event is. It can be a few milliseconds (car explosion) or millions of years (Jurassic period). We use the past simple tense when:

- a. something happened, took place at specific time in the past.
 - I ate lunch at noon today.
 - He drove to work yesterday
 - b. express a completed action.
 - She finally mailed the letter.
 - Jan finished her report on time.
 - c. express past status.
 - John was still single in 1995.
 - Jane was a movie star.
3. Time Marker
- Last
 - ...ago
 - This afternoon
 - Then
 - Just now
 - This morning
 - Yesterday

In general, if we say the **time** or **place** of the event, we must use the past simple tense; we cannot use the present perfect.

Note that when we tell a story, we usually use the past simple tense. We may use the past continuous tense to "set the scene", but we almost always use the past simple tense for the action. Look at this example of the beginning of a story:

"The wind was howling around the hotel and the rain was pouring down. It **was** cold. The door **opened** and James Bond **entered**. He **took off** his coat, which **was** very wet, and **ordered** a drink at the bar. He **sat down** in the corner of the lounge and quietly **drank** his..."

This page shows the use of the past simple tense to talk about past events. But note that there are some other uses for the past simple tense, for example in conditional or **if** sentences.

TASK 12

Grammar record: Identify these explanation about adverb.

ADVERB

1. Description

Adverb is the part of speech (word class) that is primarily used to modify a verb, adjective, or other adverb. An adverb that modify adjective is like in “quite sad” or other adverb is in “very carelessly” appears immediately in front of the word it modifies. An adverb that modifies a verb is generally more flexible: it may appear before or after the verb it modifies (“*softly* sang” or “sang *softly*”), or it may appear at the beginning of the sentence (“*Softly* she sang to the baby”). The position of the adverb may have an effect on the meaning of the sentence.

Adverbs typically add information about time (rarely, frequently, tomorrow), manner (slowly, quickly, willingly), or place (here, there, everywhere) in addition to a wide range of other meanings.

2. Types

Adverb is commonly divided into five, they are adverb of manner, adverb of place, adverb of time, adverb of frequency and adverb of degree.

a. Adverb of Manner

It is an adverb which explains the way to do something, for examples:

- a. “Say Catano! Or I will kill you” the man said **angrily**.
- b. At the moment, the parrot was standing **proudly**.

Adverb of manner is formed by adding *-ly* on the last of adjective.

Adjective	Adverb
Angry ----->	Angrily (dengan marah)
Proud ----->	Proudly (dengan bangga)
Easy ----->	Easily (dengan mudah)
Slow ----->	Slowly (dengan pelan)

But, some adverbs of manner have similar form with adjective or without adding -ly.

Adjective	Adverb
Fast ----->	Fast (dengan cepat) : He runs fast.
Hard ----->	Hard (dengan keras) : He works hard.
Early ----->	Early (dengan lebih awal) : She gets up early.
Late ----->	Late (dengan terlambat) : She comes late.

Some adverbs which is ended by -ly are not adverbs of manner.

Adverb of Manner	Not Adverb of Manner
Hard : dengan keras	Hardly : hampir tidak
Late : dengan terlambat	Lately : belakangan, akhir-akhir ini
Just : dengan adil	Justly : pantas

There are also some adjectives which is ended by -ly but they are not adverbs of manner. The pattern which is used in adverb of manner is "in a ... way/ manner."

Adjective	Adverb of Manner
Friendly : ramah	In a friendly manner
Lively : hidup	In a lively way
Lovely : indah, menarik	In a lovely manner/ way
Silly : bodoh, tolo	In a silly way

b. Adverb of Place

Adverb of place is an adverb which is used to show an event took place.

For examples:

- The man came back to the **chicken house**.
- John came **here** yesterday.
- They live **in Yogyakarta**.

- She lives in **upstairs**.
- The book is **on the table**.

c. Adverb of Time

It is an adverb which show the time of the event, for examples:

- **One day**, the man really got very angry.
- She is sleeping **now**.
- Did they come here **last night**?
- I went there in **2006**.
- I was in Jakarta **yesterday**.

Another examples of adverb of time are: before, after, lately, soon, today, recently.

d. Adverb of Frequency

It is an adverb which express the frequency we do something or something happened. For examples:

- The man **always** tried to teach the bird to say Catano.
- I **never** go there.

To ask the frequency someone doing something, we can say "How often".

For examples:

A: **How often** do you watch television?

B: I watch television **everyday**.

The common adverbs of frequency which often used are: always, usually, frequently, often, sometimes, regularly (secara teratur), seldom (jarang), occasionally (kadang-kadang), rarely (jarang) and scarcely (hampir tidak).

e. Adverb of Degree

It is commonly used to modify an adjective or adverb. It is indicated the degree of a situation, for examples:

- The man was **very** nice to the bird.
- She is **fairly** fat.

- She typed **quickly** enough.

Another adverbs of degree are: absolutely, almost, completely, deeply, enough, equally, entirely, exactly, exceptionally, extremely, fairly, just, nearly, only, partly, perfectly, practically, quite, rather, very, really, reasonably, slightly, so, thoroughly, too, well.

TASK 14

Study this explanation about direct and indirect speech below.

A. DIRECT SPEECH

"You stupid bird!" pointed the man to the parrot.

That sentence is an example of direct speech. Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we put the words spoken between quotation marks ("___") and there is no change in these words. We may be reporting something that's being said now, or telling someone later about a previous conversation. Another examples of direct speech are:

- John said, "I love you."
- Nadia said, "I am thirsty."
- She said, "I want to meet her."

B. INDIRECT SPEECH

The man said that the bird was as stupid as the chickens.

The sentence above is an example of indirect speech. Indirect speech is enclosing what the person said. It is usually used to talk about the past. When we use indirect speech, we don't use quotation marks. We should change the tense of the words spoken. We use reporting verbs, for example *say*, *ask*, and we may use the word *that* to introduce the reported words.

a. Patterns

- 1) Hopes, Intentions, Promises

When we report an intention, hope or promise, we use an appropriate reporting verb followed by a *that-clause* or a *to-infinitive*.

Direct Speech	Indirect speech
He said, "I'll pay you the money tomorrow."	He promised to pay me the money the next day. He promised that he would pay me the money the next day.

Other verbs used in this pattern include: hope, propose, threaten, guarantee, and swear.

2) Orders

When we want to report an order, we can use a verb like **tell** with *to-clause*.

Direct Speech	Indirect speech
The doctor said to me, "Stop smoking!"	The doctor told me to stop smoking.
"Get out of the car!" said the policeman.	The policeman ordered him to get out of the car.

Other verbs used are: command, order, warn, ask, invite, advise, beg, teach, and forbid.

3) Requests

When we want to report a request, we can use a verb like **ask** with *for-clause*.

Direct Speech	Indirect speech
The child asked, "Can I have a car?"	The child asked for a car.

4) Suggestions

Suggestions are usually reported with a **that**-
clause. **That** and **should** are optional in these clauses.

Direct Speech	Indirect speech
"I think you should go to the dentist", said my mother	My mother suggested that I should go to the dentist.

Other verbs used are: insist, recommend, demand, request, and propose. Note: **Suggest** can also be followed by a gerund: I suggested postponing the visit to the dentist.

5) Questions

- **Question words** are reported by using **ask** (or another verb like **ask**) + **question word** + **clause**.

Direct Speech	Indirect speech
She asked me, "Where do u live?"	She asked me where I lived.
He asked me, "What is your name?"	He asked me what my name was.

- **Yes/No questions:** This type of question is reported by using **ask** + **if** / **whether** + **clause**:

Direct Speech	Indirect speech
He asked me, "Are you Eastern or Western?"	He asked me whether I was Eastern or Western.

b. Rules

There are rules in converting direct to indirect speech. The tense usually has change because when we use reported speech, we are usually talking about a time in the past (obviously the person who spoke originally spoke in the past).

1) Tense Change

As a rule when we report something someone has said you go back a tense (the tense on the left changes to the tense on the right)

Direct Speech	Indirect speech
<i>Present Simple</i> He said, "It is hot."	<i>Past Simple</i> He said it was hot.
<i>Present Continuous</i> She said, "I'm eating an apple."	<i>Past Continuous</i> She said she was eating an apple.
<i>Present Perfect Simple</i> She said, "I've taught English since 1999."	<i>Past Perfect Simple</i> She said she had taught English since 1999.
<i>Present Perfect Continuous</i> He said, "I've been teaching English for two years."	<i>Past Perfect Continuous</i> She said she had been teaching English for two years.
<i>Past Simple</i> She said, "I taught English."	<i>Past Perfect</i> She said she had taught English.
<i>Past Continuous</i> She said, "I was teaching earlier."	<i>Past Perfect Continuous</i> She said she had been teaching earlier
<i>Past Perfect</i> She said, "The lesson had already started when he arrived."	<i>Past Perfect (No Change)</i> She said the lesson had already started when he arrived.
<i>Past Perfect Continuous</i> She said, "I had already been teaching for ten minutes."	<i>Past Perfect Continuous (No Change)</i> She said she'd already been teaching for ten minutes.

Note:

We can use the ***Present Tense*** in indirect speech if we want to say that something is still true.

Direct Speech	Indirect speech
<i>Present Simple</i> He said, "My name is James."	<i>Past Simple</i> He said his name was James. or <i>Present Simple</i> He said his name is James.

2) Modal Change

Modal verb forms also sometimes change

Direct Speech	Indirect speech
<i>Will</i> She said, "I will teach English."	<i>Would</i> She said she would teach English.
<i>Can</i> She said, "I can teach English online."	<i>Could</i> She said she could teach English.
<i>Must</i> She said, "I must teach English."	<i>Had to</i> She said she had to teach English.
<i>Shall</i> She said, "What shall we learn today?"	<i>Should</i> She asked what we should learn today.
<i>May</i> She said, "May I open the window?"	<i>Might</i> She asked if she might open the window.

If it uses modal, such as: **could**, **would**, **should**, **might** and **ought to** in direct speech, then we don't need to change it.

3) Time Change

If direct speech sentence contains an expression of time, we must change it to fit in with the time.

Direct Speech	Indirect speech
this (morning/noon/evening)	that (morning/noon/evening)
today	yesterday
these (days)	those (days)
now	then
(a week/ a month/ a year) ago	(a week/ a month/ a year) before
last weekend	the weekend before last/ the previous weekend
here	there
next (week/month/year)	the following (week/month/year)
tomorrow	the next/following day

http://www.englishbaby.com/lessons/5056/member_submitted/direct_and_indirect_speech

Third Meeting

TASK 16

Study this explanation below.

Here are some examples of gambits in retelling story:

Hi guys... here I would like to retell a story entitled "The Smartest Parrot". I expect all of you enjoy this story...

(Start to retell).

Or

Let me tell you the story about.....

(Start to retell).

While retelling the story, you can say to the audience.. "Guess what happen next.

HANDOUT 2

Second Meeting

TASK 7

Study the following explanation. Some expressions below have been reproduced from the song's lyric in TASK 3.

EXPRESSION	FUNCTION
I would hold you in my arms	Expressing love
I would take the pain away	Expressing love
And I've hurt myself by hurting you	Expressing sadness
Some days I feel broke inside but I won't admit.	Expressing sadness
You know it's so hard to say goodbye when it comes to this.	Expressing sadness
There's nothing I wouldn't do	Expressing sadness
To have just one more chance	
To look into your eyes and see you looking back	

Here are some other examples to express your love:

Expressing Love		Accepting Love	Refusing Love
I fall in love with you.	I have a crush on you.	I love you too.	I'm sorry, I don't love you.
I do love you.	Let me be with you.	I'm in love with you too.	Sorry, I can't love you.
I love you.	I think I love you.	I have the same feeling as you.	I can't accept your love.
I'm in love with you.	I'm interested in		
I'm proud of having a mother like you. You're my superhero, Mom.		

Here are some other examples to express your sadness:

Expressing Sadness		Response
I'm so sad.	I can't believe what's going on.	Don't be sad.
I'm very sad about	I can't hold my tears on it.	Don't drop yourself into sadness.
Please leave me alone.	Oh, no...(crying)*	Come on. Move on, friend.
I'm really sad.	It is tragic	I can see it, but you have to move on.
How sorrowful it is.	I feel so blue.	
That makes me depressed.	I'm totally distressed.	

TASK 8

Study the explanation below. Listen to your teacher and repeat after her.

The pronunciation of the Letter "o"

- Told : /tould/
- How : /haʊ/
- Proud : /praʊd/
- Nothing : /'nʌθ.ɪŋ/
- Today : /tə'deɪ/
- Would : /wʊd/
- Down : /daʊn/

Based on the examples, you learn that the letter "o" has different pronunciations.

1. Pronounced [ɒ] : such as in cock, knock, shock, odd, pot.
2. Pronounced [u:] : such as in move, you.
3. Pronounced [əʊ] : such as in go, no, most, code, mode, hope.
4. Pronounced [aʊ] : such as in cow, how, now.

5. Pronounced [ɔ:] : such as in lord, cord, born, horse.
6. Pronounced [ʌ] : such as in come, some, above.
7. Pronounced [ə] : such as in command, collect, compete, promote, connect.

D

GAMES CARDS

**DO NOT SHOW YOUR CARD TO YOUR
PARTNER**

Suppose you are a boy.

- Greet your partner.
- Ask her condition.
- Say that she is very good at school event (singing competition).
- Say that you admire her so much.
- Tell her that you actually love her.
- Ask her to be your girl.
- Do this conversation until you find a girl who can accept you as her boy.
- Make a promise that you will always make her happy.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR
PARTNER**

Suppose you are girl.

- Respond his greeting.
- Respond everything he said.
- Say thanks to him if he praises you.
- You should accept his love if he praises you about your talent in singing.
- If he is not the one, then refuse his love politely.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR
PARTNER**

Suppose you are a boy.

- Greet your partner.
- Ask her condition.
- Say that she is very good at school event (speech competition).
- Say that you admire her so much.
- Tell her that you actually love her.
- Ask her to be your girl.
- Do this conversation until you find a girl who can accept you as her boy.
- Make a promise that you will always make her happy.
- Good luck and have fun!

**DO NOT SHOW YOUR CARD TO YOUR
PARTNER**

Suppose you are girl.

- Respond his greeting.
- Respond everything he said.
- Say thanks to him if he praises you.
- You should accept his love if he praises you about your talent in speech.
- If he is not the one, then refuse his love politely.
- Good luck and have fun!

*DO NOT SHOW YOUR CARD TO YOUR
PARTNER*

Suppose you are a boy.

- *Greet your partner.*
- *Ask her condition.*
- *Say that she is very good at school event (dance competition).*
- *Say that you admire her so much.*
- *Tell her that you actually love her.*
- *Ask her to be your girl.*
- *Do this conversation until you find a girl who can accept you as her boy.*
- *Make a promise that you will always make her happy.*
- *Good luck and have fun!*

*DO NOT SHOW YOUR CARD TO YOUR
PARTNER*

Suppose you are girl.

- *Respond his greeting.*
- *Respond everything he said.*
- *Say thanks to him if he praises you.*
- *You should accept his love if he praises you about your talent in dance.*
- *If he is not the one, then refuse his love politely.*
- *Good luck and have fun!*

E

OBSERVATION SHEET

Observation Sheet

Cycle :

Meeting :

Date :

Topic :

No.	Aspect	Description of Classroom Situation
1.	Pre-teaching a. Preparing the classroom, teaching materials and media. b. Preparing the students (opening the lesson, greeting, asking the students' condition and checking the students' presence). c. Reviewing the last meeting material and outlining the material that will be taught. d. Stating the learning objectives that will be reached by the students. e. Doing warming-up activities to attract and direct the students' attention by involving their mind and heart through some questions - answer activities leading to the topic and intended competency.	
2.	Whilst-teaching a. Comprehension Focus (students' comprehension of meanings of expressions used to realize the intended function) b. Language Focus (students' learning of pronunciation, spelling, grammatical structures, of the expressions used in the input text) c. Communication Focus (students practice of using the already learned expressions for communication)	
3.	Post-teaching a. Giving home work (if any). b. Doing a reflection together with the students and guiding them to make a conclusion towards the material they have just learned. c. Making the students aware of the usefulness of the already learned expressions in real life.	

(Continued)

(Continued)

	d. Telling students what they will learn for the next meeting and asking them to prepare it. e. Closing the lesson.	
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Wonosari,
Observer

2013

Ratri Cahyani

NIM. 06202241014

F

INTERVIEW GUIDELINES

INTERVIEW GUIDELINE

- **Reconnaissance**

a) The interview guideline with the English teacher

Date :

Place/Time :

No.	The matters	The answer
1.	What do you think of the students' ability in the learning of English?	
2.	From the four skills of English, which one is difficult for them?	
3.	How often do you teach the four skills of English?	
4.	Are the students active in the English speaking class?	
5.	Are all the students involved in the English speaking class?	
6.	Do the students enjoy speaking in English?	
7.	What techniques do you usually use in speaking class?	
8.	Do the students interest with the techniques you use?	
9.	What problems do you usually face in teaching English speaking class?	
10.	How do you usually solve the problems?	
11.	What are the school's facilities to support English teaching learning process, especially the speaking class?	
12.	Have you ever used those facilities in teaching English speaking class?	

13.	How were the students' responses when you use those facilities?	
14.	Does the school principal support the English teaching process?	
15.	What kind of support is it?	

b) The interview guideline with the students

Date :

Place/Time :

Interviewee :

No.	The Matters	The Answers
1.	Do you like learning English?	
2.	From the four skills of English, which one is difficult?	
3.	Why is it difficult?	
4.	How often the teacher teaches the skill?	
5.	What activities that you can do during the learning process? Are you happy with those activities?	
6.	What media which the teacher used in the teaching and learning process?	
7.	What problems do you face during the teaching and learning process?	
8.	What is the thing which disturbs during the teaching and learning process?	
9.	What do you feel when you ask the teacher about the materials which you do not understand or when you are asked by the teacher?	
10.	What kind of the teaching and learning process of English that you expect?	

- **Reflection**

a) The interview guideline with the English teacher

Date :

Place/ Time :

No	The Matters	The Answers
1.	What do you think about the action?	
2.	Is there any weakness should be improved?	
3.	What kind of improvement should be implemented in the next meeting?	
4.	What is the benefit after implementing this action especially for you?	
5.	Do these actions help the students to improve their speaking skill based on the situation of the classroom and the condition of the students?	
6.	What is the improvement of the students which could be seen?	
7.	Is the implemented action effective?	

b) The interview guideline with the students

Date :

Place/ Time :

No	The Matters	The Answer
1.	What do you think about the action?	
2.	Is there any weakness should be improved?	

3.	Is there any suggestion for the next meeting	
4.	What is your benefit after implementing this action?	
5.	Does this action help you to improve your speaking skill based on the situation of the classroom and the condition of the students?	
6.	What kind of improvement that you feel?	
7.	In your opinion, is the implemented action effective?	
8.	What kind of task do you like?	

G

STUDENTS' SCORES IN
CYCLE 1 & CYCLE 2

The students' speaking scores in the cycle 1

NO	ASPECTS								TOTAL MARK		CATEGORY	
	Phonologic al skill		Speech function skill		Interaction managemen t skill		Extended discourse organizatio n skill					
	I	ET	I	ET	I	ET	I	ET	I	ET	I	ET
1	2	3	1	2	1	2	3	3	35	50	Poor	Fair
2	2	3	2	2	2	3	3	3	45	55	Fair	Fair
3	2	3	2	3	1	2	3	3	40	55	Poor	Fair
4	3	3	4	5	4	4	4	4	70	80	Good	Good
5	2	2	1	2	1	2	3	3	35	45	Poor	Fair
6	2	2	3	3	2	3	2	3	45	55	Fair	Fair
7	2	3	2	2	1	2	3	3	40	50	Poor	Fair
8	2	2	1	2	2	3	3	3	40	50	Poor	Fair
9	2	3	3	3	2	3	3	3	50	60	Fair	Fair
10	2	2	2	2	1	2	2	2	35	40	Poor	Poor
11	2	3	3	3	3	3	3	4	55	65	Fair	Good
12	2	2	2	2	1	2	3	3	40	45	Poor	Fair
13	3	4	3	3	2	3	4	4	60	70	Fair	Good
14	2	3	2	2	1	2	3	3	40	50	Poor	Fair
15	2	2	2	2	1	2	3	3	40	45	Poor	Fair
16	2	2	2	2	1	2	2	3	35	45	Poor	Fair
17	3	3	2	3	2	2	3	4	55	60	Fair	Fair
18	2	2	1	2	1	2	3	3	35	45	Poor	Fair
19	2	2	2	3	2	2	3	3	45	50	Fair	Fair
20	2	3	2	2	1	2	3	2	40	45	Poor	Fair
21	2	2	2	2	2	2	2	2	40	40	Poor	Poor
Mean	2.14	2.57	2.09	2.33	1,57	2.38	2.90	3.05	43.81	52.38	Fair	Fair

The students' speaking scores in the cycle 2

NO	ASPECTS								TOTAL MARK		CATEGORY	
	Phonological skill		Speech function skill		Interaction management skill		Extended discourse organization skill					
	I	ET	I	ET	I	ET	I	ET	I	ET	I	ET
1	3	3	3	4	3	4	4	4	65	75	Good	Good
2	3	4	3	4	3	4	4	4	65	80	Good	Good
3	SICK											
4	5	5	4	4	4	5	5	5	90	95	Very good	Very good
5	3	4	3	4	3	4	4	4	65	80	Good	Good
6	3	3	3	4	3	4	4	4	65	75	Good	Good
7	3	4	3	3	3	4	4	4	65	75	Good	Good
8	3	3	3	4	3	3	4	4	65	70	Good	Good
9	4	4	4	4	3	4	4	4	75	80	Good	Good
10	3	3	3	3	3	3	4	4	65	65	Good	Good
11	4	4	4	4	3	4	4	4	75	80	Good	Good
12	3	4	3	4	3	4	4	4	65	80	Good	Good
13	5	5	4	4	4	4	5	5	90	90	Very good	Very good
14	3	3	3	3	3	3	4	4	65	65	Good	Good
15	3	3	3	3	3	3	4	5	65	70	Good	Good
16	3	4	3	3	3	3	4	4	65	70	Good	Good
17	4	4	4	4	3	4	4	5	70	85	Good	Very good
18	3	3	3	3	2	3	4	4	60	65	Fair	Good
19	3	3	3	4	3	4	4	4	65	75	Good	Good
20	3	4	3	3	3	3	4	4	65	70	Good	Good
21	3	4	3	4	3	4	4	4	65	80	Good	Good
Mean	3.35	3.7	3.25	3.65	3.05	3.7	4.1	4.2	68.5	76.25	Good	Good

Wonosari, March 6th, 2013

English Teacher

Researcher

Fitri Wahyuni, S. Pd.

Pradityana Lutfatul Azizah

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H

FIELDNOTES

Field Note 1: Observation Permission

Day/ Date : Monday/ September 17th, 2012
 Time : 12.02 p.m.
 Place : Headmaster Room

I arrived at school at 12.02 PM and directly met the headmaster to consult my visit to the school. He is Mr. Andar Prasetyo. I had sent a message the day before I went to the school so he had understood the goal of my visit. It did not take long time to talk about my goal visiting the school. He asked me to follow him to enter the teachers' room to consult with Mrs. Fitri. She had already know about my observation plan, so it did not take a long time to talk with. I asked to follow her to enter the classroom at that time to do the observation.

Field Note 2: Observation before Action

Day/ Date : Monday/ September 17th, 2012
 Time : 11.25 a.m.
 Place : Classroom

When the teacher entered the classroom, there were some students who enjoyed chatting with their friends and some of them were in the outside the class. The students who were in the outside followed her entered the classroom on her back.

The teacher pleased me to sit on the empty chair and greeted the students. After that, the teacher introduced me to the students.

While the teacher was introducing me, there were two students who came late. The teacher did not ask anything to those students and they directly sat on their chairs. The teacher pleased them to enter the class because she had already known that they had just finished "shalat dzuhur".

Some students requested me to introduce myself in front of the class. When I introduced myself, there was only one student who asked some questions to me using English. He was Eko. He asked some questions, such as, "Your nick name, Miss?" and "How many your hair?". Although the last question was illogic but I appreciated it as an effort to communicate in English.

After I introduced myself, the teacher started the lesson. It was about "Asking for and offering advice". She asked to the students what asking for and offering advice were. Some of them answered it together so the teacher could not listen it clearly so he pointed one of them to answer her question. She answered, "Anu Bu, ngasih saran gitu lho Bu.". The teacher said that it was right and explained about the material without any model text.

After explained the material, the teacher asked to the students to give an example of asking for and offering advice. But there was none of them who

could make it. The teacher realized that the students did not understand well so she explained using English and Indonesian and she also gave some examples in the form of dialogue about asking for and giving advice. The teacher wrote the dialogue on the whiteboard. While she was writing, most of the students talked to their friends. The teacher did not give any rebuke to them and continued to write the dialogue. This is the dialogue which was written by the teacher:

Situation : A husband and a wife are talking at breakfast.
 Wife : Darling, the hair-dryer I bought yesterday isn't working.
 What do you think I should do about it?
 Husband : Why don't you try taking it back to the store?
 Wife : Well, I was thinking of that, but don't you think could look at it first?
 Husband : OK, but not now. Maybe later.

After finishing the writing, the students just started to write the dialogue. There were a view students who put their heads on the tables and talked to their friends while they were writing the dialogue. After they had finished their writing, the teacher asked them to underline the expressions of asking for and offering advice which were in the dialogue. The teacher gave time to them as long as five minutes to find those expressions. After that, the teacher asked Eko to do the task in front of the class and followed by Suparyadi and a representative from girl students. While answering the task, there were two students who came to the class. They wanted to borrow the attendance list of that class. They said that it would be used by university's students who did KKN/ PPL in that school.

After answering the task and doing correction together, the teacher commanded them to write a problem that they had in a piece of paper. After that, they were asked to change their works to their friends to be given a solution and formed into a dialogue. The teacher gave them 15 minutes to do that. All the students had finished the task, the teacher asked a pair of students to practice the dialogue in front of the class. This is one of the examples of dialogue made by two students. They practised it in front of the class. There were many mistakes on the dialogue such as **incorrect grammar**, inappropriate diction, and **misspronounce** words.

Eko : Nur, what are you doing?
 Nur : **I write** my diary. Why?
 Eko : **You are look** so sad. What happened?
 Nur : **Mrs. Fitri angry** with me. I **cannot** do the test.
 Eko : Oh I see. You're great at English but I also fell the same **like** Mrs. Fitri. You got 5 on the last test. How **can**?
 Nur : I **don't study** last night. I **think I know** the **material** but in fact I got 5.

Eko : You should **study** and read the material **although** you know it.
 Don't be like that **again**.
 Nur : OK thank you.

Another pairs would be performed in the next session because the time was up .

At 2 p.m. the bell was ringing and the teacher closed the lesson on that day by saying pray together.

After praying, the teacher said good bye to the students and I followed the teacher to her room to talk about the observation at that day. By looking at the whole teaching and learning process, the teacher and I found some problems. The teacher and I decided to minimalized that problems by having communicative task to improve their skill especially speaking skill. After we analysed some problems and decided which problems which will be solved, and then I asked permission to go home.

Field Note 3: Research Permission

Day/ Date : Saturday/ February 16th, 2013
 Time : 11.05 a.m.
 Place : Headmaster Room

I arrived at school at 11.05 am. Arriving at school, I directly met the English teacher to ask whether headmaster was in the room or not. After knowing that the headmaster was in the room, I came to that room to talk my goal visit. The headmaster had changed, he was not Mr Andar Prasetyo anymore so I had to introduce myself first and told what I was going to do at that school.

After delivering all my goal visit, he asked the permission letter but because it was not done so I told that I wanted to do the research first while the letter would come after. Fortunately, he gave that permission and I thanked to him. After that I asked the permission to meet with the English teacher.

Field Note 4: Planning

Day/ Date : Saturday/ February 16th, 2013
 Time : 11.25 a.m.
 Place : Teacher Room

After getting the permission from the headmaster, I met Mrs. Fitri Wahyuni as English teacher to talk about the action that would be implemented to solve the field problems which were found in the observation

in the last semester. Before deciding the actions, the English teacher and I classified the field problems based on the urgency level, namely urgent and less urgent. After deciding the urgent problems, we classified those problems based on the feasibility level. Finally we found what problems would be solved in the research and we decided the actions to solve those problems.

Field Note 5: Observation in Cycle I (Meeting 1)

Day/ Date : Monday/ February 18th, 2013
 Time : 12.30 – 02.00 p.m.
 Place : XI IPA 2 Classroom
 Text Type : Narrative
 Topic : In the World of Imagination

I arrived at school at 11.30 am. I came earlier because I wanted to talk about the preparation before implementing the actions.

After getting prepared all the needs, my research team which consists of the first collaborator was Mrs. Fitri Wahyuni as the English teacher at that school, the second collaborator was Ratri Cahyani and me as the teacher researcher went to the classroom of XI IPA 2 to do the action in the first meeting in cycle I.

When entering the classroom, the students have sat on their chairs although there were some students who made a noise. By seeing this condition, I was sure that Mrs Fitri had told them before that I would like to do the research in that class. I could say like that because this condition was different with the condition when I conducted the observation in the last semester. Before I implemented the actions, I interviewed some students.

While the collaborators took sit on the back, I put my bag off and greeted the students. “Assalamu’alaikum warahmatullahi wabarakatuh.” All of the students replied “ Then I said to them, ”Good afternoon.” They all said, “Good afternoon, Bu.” “How do you do, “ I said to them. But they could not answer my greeting. I let them know that the expression like that was used to greet someone in the first meeting and they should replied by saying the same expression. Later I tried to greet them once more by saying “How do you do” and they all replied “How do you do.” After greeting the students, I introduced myself. There were some students who have known me because I taught them in the English extracurricular. To save the time, I just mentioned my name and my goal doing the research. Afterwards I called the names of the students of that class one by one based on the attendance list so that I could interact with them easily by knowing their nick name. By calling their names, I also could check the students who did not come at that day. Fortunately, all the students had come to that class at that day.

After introduction section was over, I started to open the lesson for that day. I showed three big color pictures to the students and asked some questions related to the pictures. I only used the printed pictures because

actually there was no LCD in that class so that my planning using power point was failed. They could answered my questions although in mixing language, English and Indonesian language. The pictures were “Timun Mas”, “Mousedeer and Snail” and “Snow White and Seven Dwarfs”.

Next task was studying the types of narrative text. I gave the students worksheet which is contained the pictures of narrative story followed by brief explanation about the types of narrative text. I distributed the worksheet by put some worksheets in the front students’ desk and I asked the students who sat at that desk to distributed them to the other students on their back. I used classroom English in every section, so when I asked the students in the front desk to distribute the worksheets, I used English by saying, “Pass these to your friends.” At first they seemed confused but I said once more by using gestures and they finally understood what I said by answered, “Okey, Miss.” They distributed the worksheets to their friends and continued like that until the back side. After all of the students got the worksheets, I aksed them to read the brief explanation about the types of narrative text first. If they had finished and understood about the explanation, they could do task 2 by labelling the pictures with their appropriate types in pairs. I gave them three minutes to finish it. Three minutes were over and I asked to the students whether they have finished or not by saying, “Have you finished?” They answered, “Finish, Miss.” Then I asked them to exchange their works to their friend of their back or front. After all, I asked them the answers of number one, number two etc until the last number. Actually, they could do the tasks very well because their answers were correct at all. By knowing this result, I assumed that the students have mastered the lesson about narrative because they have got in the tenth grade and in the junior high school.

The next section was comprehension focus. In this section, I prepared the notebook and audio speaker because I would play the recording. After all media had been ready to be used, I asked the students to pay attention and listen to the recording which I would play carefully. Firstly, I checked the sound whether the students could listen well or not. Afterwards, I explain to the students that they had to write down the difficult words that they heard while they were listening to the recording. I said, “Well guys, I would like to play the recording which is contained a narrative story, so I asked you to listen to the recording carefully then write down the difficult words which you have heard in the recording. Do you understand?” The students seemed confused and there was a student who asked me to translate the command into Indonesian language. So that, I repeated the instruction carefully and mix with indonesian language. Finally, they understood what I instructed. I said to them, “I will play the recording three times so please be quite and listen it carefully. Okey?” All of the students answered, “Okey, Miss.”

While the recording was playing, there were some students who listening to the recording seriously but there were also some students who listening to the recording while laying their head on the table. I let them do anything as long as it was not disturb the teaching and learning process. The first play was done, I asked the students, “How many words do you get?” Only five

students who answered my questions, “One, Miss.”... “Two.” I said to them, “It’s OK guys, although you only get one or two words, it’s better than nothing. OK. Now, I will play the recording again and please listen it carefully and seriously.” The students said, “Yes, Miss.” Suddenly Udin interrupted, “Miss, suaranya tadi tu nggak kedengeran jelas di belakang.” I said, “Owh, OK.. I will move the table in the middle of the class. Anybody can help me to move this table?” Then Siti came to the front and helped me to move the table. “Thank you, Siti.” I thanked to her and she said, “You’re welcome, Miss.”

Then, I played the recording which is entitled “The Smartest Parrot” twice more. After it had been played three times, I asked to the students about the difficult words that they got. They only could find three words in maximum. I asked them to looking for the meaning and the way in pronouncing those difficult words but most of them did not bring the dictionary so that they only asked to their friends. Seeing this situation, I asked all of the students to bring the dictionary for the next meetings. After identifying some difficult words by pronouncing and looking for the meaning, I asked the story of the recording that they had just heard. Eko answered, “It’s about parrot, Miss.” “OK, that’s right. So what happened to the parrot? The students answered in Indonesian language. Some of them could understand the story of The Smartest Parrot although it was not in full story. But I appreciated them because they wanted to listen to the recording seriously so that they could get the point of the story.

After talking about the story, I gave the students worksheets. This worksheet contained five comprehension questions related to the story. So that I played the story once more to help them in answering those questions. After all had done, I asked some students to read their answers so that I could check their pronunciation to improve their speaking skill.

The next task was giving true or false to the statements based on the story. I gave them worksheet and the transcript of the recording so that they could check whether the statement was true or false by reading the transcript. I gave them three minutes to finish the task. The three minutes was over and I asked the students, “Have you finish?” “Yes, Miss.” The students replied. I asked them to voluntarily answer the task by reading their answers but no one responded my instruction. I asked once more and Nida wanted to read her answer. I was appreciating her willing by complimenting her in order to make another students get involved more and more. After Nida reading her answer, I thanked to her and I asked to all students, “Is Nida’s answer correct?” Some students said, “Correct, Miss.” I said, “That’s good.” I asked them to answer the next question but they only pointed one another. Finally Eko wanted to answer the next question. He read his answer loudly and I said “Very good” in the last he finished reading his answer.

After Eko read his answer, I asked another students to voluntary themselves reading the next statements and the answers. But there were no one who wanted to voluntary themselves reading the statements so that I called names of the students which were never read before. I always asked the students to read

the answers of each task in order to improve the students' pronunciation mastery because pronunciation was important in speaking. After that, I told the students about the full story of The Smartest Parrot so that all the students could understand the whole story. Before I close the lesson at that day, I gave opportunity for the students who want to ask about the lesson by saying, "Is there any questions?" But no one who wanted to ask something.

The bell was ringing so I closed the lesson for that day by saying, "Well guys, time is up. Let's say our prayer before we go home. Who will lead the prayer?" The students pointed to Chori and yelled, "Mbak Chori, Miss." At that time I asked Chori to lead the prayer and she nodded her head as sign that she agreed to lead the prayer. She said, "Let's pray, start now." and she said, "Finish" to end the prayer. After that, I informed to the students the correct command in leading the prayer. I said, "Wait a minute, guys. I just want to correct the way in leading the prayer. But, I want to know from whom you know the way of leading the prayer such Chori did before?" Chori and the most of students said, "SMP dulu, Miss." I nodded my head and said, "Owh.. I see. So your teacher in this school never tell you the correct way in leading the prayer, right?" They answered, "Yes, Miss." I said to them, "Okey, listen to me, please. If you want to lead the prayer, use this expression, "Let's say our prayer, pray do." Or "Let's pray together, pray do." Don't say start now, okey!" They said, "Okey, Miss." "Once more, in ending the prayer, just say Amin. Don't say finish. Do you get my point?" I said. All of the students answered, "Yes, Miss." After gave them information about leading and ending the prayer, I said parting to them by saying, "Okey guys, see you in the next meeting, Wassalamu'alaikum warahmatullaahi wabarakatuuh." All the students replied, "See you, Miss. Wa'alaikumsalam warahmatullahi wabarakatuuh."

Field Note 6: Observation in Cycle I (Meeting 2)

Day/ Date	: Wednesday/ February 20 th , 2013
Time	: 12.00 – 1.30 p.m.
Place	: XI IPA 2 Classroom
Text Type	: Narrative
Topic	: In the World of Imagination

I arrived at school at 11.50 am. I directly went to the teachers room to meet with Mrs. Fitri Wahyuni. She asked me about the readiness of implementation of the actions for that day.

When the bell was ringing, my research team and I went to the class to implement the actions for the second meeting in the first cycle. The students was waiting for us in the classroom. The collaborators took sit in the back and I started to open the lesson by saying salam and greeting the students. I asked the students' condition by saying, "How's life, guys?" but they seemed confused because they did not familiar with that expression so that I informed

to them that “How’s life?” was same with “How are you?” and the students said, “Owh.. Ya miss.” I repeated say that expression and all of students replied, “I’m fine, thank you. And you?” I said, “I’m good.”

Afterwards, I check the students’ attendance by asking, “Who is absent today?” and some the students answered, “Nggak ada, Miss.” Then I explained that on this second meeting, the students would do the continued task from the previous meeting. It meant that the topic and the material were still the same as the previous meeting. I gave review from the intended text. I asked about the narrative text and its types. I also asked about the story of The Smartest Parrot. The students were still remember well. So that I continued to give the students handouts. These handouts contained the explanation about narrative. I gave the brief explanation because I was sure that the students had known the basic information about narrative.

The next section was reading aloud. This activity aimed to check the students’ mastery on pronunciation. “Well guys, now I would like to invite one of you to read the input text entitled “The Smartest Parrot” that I gave in the last meeting. So who willing to read the text?” I said. But no one of them who wanted to voluntary themselves to read the text. They just kept silent. I asked once more. But they stayed keep silent. By looking at that situation, I asked Eko Sunaryo to read the text. I chose him because he was the student with highest proficiency level in English. So I was sure that he would accept my request. My opinion was right, he wanted to read it and I asked him to read the first three paragraphs only. There were only a little mistakes he made in pronouncing the words in the text. He made the mistakes in pronouncing *except, felt, excited, kept, pointed, although* and *shouted*. After him, I asked other girl students to read the text but it was same with the first time when I asked them to voluntary themselves reading the text, there was no one of the students who wanted to voluntary themselves to read the text. So that, I asked Siti to read the text. At first she refused my request, but after I made her sure to do that, she accepted my request. She read the rest two paragraphs and there were many mistakes in pronouncing the words. She made the mistakes in pronouncing *been, trying, bird, could, bear, picked, threw, house, were, old, turn, said, angrily, continued, came, and saw*. I directly corrected her mistakes and she repeated what I said.

After reading aloud, the next task was pronunciation practice. I asked the students to repeat after me. I took some words in past form from the input text. I also introduced them phonetic transcription that they never got before. After that I gave them worksheet which contained five words in past form. I instructed them to write the phonetic transcription and pronounce the words correctly.

After that I gave them handouts which contained the explanataion of adjective and adverb. Later, I asked one student to help me distributed the worksheets. I asked them to rearraange the jumbled words into a good sentence. I gave them five minutes to finish the task. After they finishing the task, I asked the students to read their answers voluntarily.

While a student reading her answer, suddenly there was a student, named Ifka, who said, "Miss, I want to go to lavatory." I was confused because I did not understand what he meant and I said, "Pardon?" He repeated to say, "I want to go to lavatory." while pointing to the back side and I understood what he said. Actually, he wanted to go to the toilet. After that I especially informed to him and generally to all students if we wanted to go to the toilet, use the expression, "Miss, may I wash my hand, please?". The students said, "Ooowhh... Okey miss." I asked Ifka to repeat what I said and he repeated slowly, "Miss.. emm.. may I wash my hand, please?" and I please him to go to the toilet.

The next, I explained about direct and indirect speech. I distributed handouts again to the students so they did not need to take notes that could waste the time. After that, I gave them worksheet which contained the task related to the direct and indirect speech. I asked the students to do it in pairs and gave them five minutes to finish it. After that, like usual, I asked the students to read their answers voluntarily.

The time was up and I closed the lesson at that day by asking a student to lead a prayer. After that I said salam and good bye.

Field Note 7: Observation in Cycle I (Meeting 3)

Day/ Date	: Monday/ February 25 th , 2013
Time	: 12.30 – 2.00 p.m.
Place	: XI IPA 2 Classroom
Text Type	: Narrative
Topic	: In the World of Imagination

I arrived at school at 12 p.m. I directly went to the teachers room and met with Mrs. Fitri. I asked to her whether the headmaster was in his room or not because I wanted to give the permission letter which I did not give in my visit when I asked the permission to do the research at that school. After getting information that the headmaster was in his room, I went to meet him and gave the letter to him.

The bell was ringing so that my research team and I went to the classroom to implement the actions in the third meeting in the first cycle. As usual I greeted the students and asking their condition in English and they also answered in English well. I asked the attendance of the students and fortunately there was no one who absent at that day.

I informed to the students that we would continue the lesson from the last meeting. It meant that the topic was same with the last meeting. At that day I concerned with the communication focus. I asked the students whether they brought the transcript of the story entitled "The Smartest Parrot" or not because for that day it would be retelling story "The Smartest Parrot". They said that all of them brought the transcript so I continued to make a group of five because number of paragraphs in that story were five. So that it was

created four groups. I explained the instruction in doing that activity. After they had understood, I informed them about the gambits in retelling story so that it would not like memorizing the story but naturally retelling the story.

Afterwards, I gave them fifteen minutes to prepare the performance. The situation was noisy enough because they were discussing about their performance in front of the class. The fifteen minutes was over and I asked a group to perform in front of the class voluntarily but it was like usual they did not want to voluntarily themselves to perform in front of the class. So that, I called a name of students. The name that I called had to perform with his/ her group.

When a group performed in front of the class, I asked another students to pay attention to the group which performed. So that they could take a strategy in delivering the story.

All of four groups were done in performing their works and the time was up so I close the lesson by asking a student to lead a prayer and after that I said salam and good bye.

Field Note 8: Observation in Cycle II (Meeting 1)

Day/ Date	: Wednesday/ February 27 th , 2013
Time	: 12 – 1.30 p.m.
Place	: XI IPA 2 Classroom
Language Function	: Love and Sadness
Topic	: Let Me be with You

All of the students were ready in the classroom when I entered the class with the English teacher and collaborator. I greeted them and asked their condition. After that I asked whether there was any student who did not come or not by saying, “Who is absent today?” and students replied, “No one, Miss.”

Firstly I presented two big color pictures. These pictures were Indonesian and international artists, they were Olga Syahputra and Jessica Iskandar; Justin Bieber and Selena Gomes. I asked some questions related to the pictures. The students were so enthusiastic because this theme was interesting for them and the artist were wellknown. I said, “Today, we’ll discuss about expression of love and sadness.” The students cheered up listening to the theme of today. “*Pantesan gambarnya ada Olga ma Jessica trus ada Justin Bieber ma siapa sih itu Miss.. Lupa. Hhe..*” said a student. I said to them that she was Selena Gomes, girlfriend of Justin Bieber.

After talking about the pictures, I asked a couple of students to come to the front to practice a dialogue if a boy would express love to a girl. I pointed Eko to do it because I knew that he could do it without any example. I asked to the students about a girl to practice with Eko and they pointed Nur. At the

first, Nur was shy and denied to come to the front of the class but after their friends and I forced her, she would do it. I asked to Eko to give an example for their friends as a boy who want to express his love and ask Nur to be his girlfriend. After Eko expressing his love, all of the students became so noisy while saying, "*Trima.. Trima.. Trima..*" Finally Nur accepted his love and all of the students clapped their hands while whistling and screaming, "Cie..ciee... Ihiiiiirr...." Then I said thanks to them and pleased them to sit.

After that, I continued to give them Task 2. This task contained some questions related to students' experiences so that I asked to do it individually. After finishing that task, I gave said to them that they would get listening session so I asked to them to keep silent so that they could do the task well. I played a song by Christina Aguilera entitled Hurt. It seemed that they had never heard before, so it was good to know their skill in listening. After they understood the instruction, I played the recording twice but actually they were not finished yet so I played once more.

Next task was task 4. I asked to the students to list the expressions of love and sadness which exist in the song. I only played the song once. They could do the task well. For the next task, I gave them envelopes contained six pictures and seven expressions. Firstly, they were questioning what was it until I explained that it was task for them. I said, "Don't open it before I say open, okey." All of the students said, "Okey, Miss." I continued to give the instructions about what they should do by saying, "Well guys, you can open it now. One envelope is for two students, so you should do the task in pairs. In that envelope, you find six pictures and seven cuts of paper which is written an expression for each cut. What must you do is labelling the pictures with the appropriate expression. Do you get my point?" All of the students said, "Yes, Miss." Then I continued to instruct them to start their work and gave them three minutes to finish it. After finishing this task, I asked some students to read their answers. I reminded them that I would give a point for students who voluntary themselves to read their answers or perform their works. The result of that was there were some students who want to read their answers voluntarily. Actually it worked.

After finishing the task 5, I gave them the next task which matching the terms with the correct definitions. I gave them seven minutes because it was rather difficult and I instruct them to do it in pairs. In this case, I asked them to use their dictionary so that they did not disturb their friends. After finishing their works, as usual I asked some students to participate in reading their answers while checking their pronunciation.

Afterwards, I did review about the lesson which was discussed at that day and asked to the students whether any questions or not. Bell was ringing and I closed the lesson by praying and parting.

Field Note 9: Observation in Cycle II (Meeting 2)

Day/ Date	: Monday/ March 4 th , 2013
Time	: 12.30 – 2 p.m.
Place	: XI IPA 2 Classroom
Language Function	: Love and Sadness
Topic	: Let Me be with You

The English teacher, the collaborator and I entered the class at 12.35 p.m. and I opened the lesson by saying salam and greeting as usual. I asked, “Who is absent today?” A student answered, “Galih, Enrika, Nia, Suparyadi and Irfan, Miss. I continued to ask, “Wow.. many students who were absent today, where are they? What’s wrong?” Some students replied, “Ikut Porda, Miss.” Then, I prepared the media and distributed the handouts. I gave some questions to the students about the previous material. The students still remembered well the previous meeting since they were very happy knowing the material was about expressing love. After that, I asked them to open their handout and I started to explained about the expressions of love and sadness. I did not need much time to explain the expression since the students were very familiar with that. Continued to Task 8, I gave correct pronunciation on some words related to the topic and asked the students to imitate me. After that, the students did Task 9. I gave them five minutes to do that task. After five minutes, I asked them whether they had finished or not but some of them complained in doing the task. They had difficulty in arranging the jumbled letters. Then, I gave them some clues in English, but still, they did not get the main point of the clues. Finally, I wrote down the answers and asked the students to pronounce the words in correct pronunciation.

After that, I asked them to open their worksheets and did the next task. The students practice the dialogue and some of them still chatted with their friends in Indonesian. I asked them to keep silent and practice the dialogue in that task like the others. I wrote down some words on the whiteboard. I asked the students to guess the meaning of the words. She gave correct pronunciation on some words and phrases. After practicing the dialogue, I asked two pairs to practice in front of the class.

Then, I asked the students to do Task 11. I explained to them by saying, “Well guys, now look at Task 11. Complete those dialogues then practice them in front of the class with your partner. Do you understand?” The students replied, “Understand, Miss.” I continued to say, “Good, I’ll give you ten minutes to complete the dialogues and then I will pointed some pairs randomly to perform in front of the class. Do you get it?” The students said, “Yes, Miss. Then I moved around to check whether the students had difficulty or not.

After that, they did Task 12 in pairs. They made a dialogue based on the guidelines on the handout. I asked them to write the answer on the students’ worksheet. I checked their work and gave them correct expression in starting and ending a conversation. After they had finished making the dialogue, I

asked them to perform the dialogue in front of the class. But, because the time was up, there were only three pairs who had performed so that I told to them that the rest pairs would perform in the next meeting. At the end of the lesson, I reviewed the material and ended the lesson by saying a prayer.

Field Note 10: Observation in Cycle II (Meeting 3)

Day/ Date	: Wednesday/ March 6 th , 2013
Time	: 12 – 1.30 p.m.
Place	: XI IPA 2 Classroom
Language Function	: Love and Sadness
Topic	: Let Me be with You

The English teacher, the collaborator and I entered the class at 12.05 p.m. Some students who did not perform the dialogue in the previous meeting were still busy preparing their performance. I greeted the students by saying salam and asking their condition. In the last meeting for the last cycle, there was a student who did not come because of sick, she was Dila.

I reminded the students that pairs who did not perform the dialogue should be prepared. After all of the students had performed the dialogue, I went directly to Task 14 that was game. When I told them that they would have ‘Finding a Date’ game, the students felt happy. I told them that the expression they would use in this game was the expression of love and sadness. They said, “Yeeeyy.. maen game...” They could move around the class to find their partners and they would express their love to their partners. In playing the game, some students did not use appropriate way to open, extend, and end conversation. They also still had difficulty in pronouncing some words. I tried to correct their mistakes patiently. Six minutes passed and there was a boy who finally found his partner, a girl and they became the winner. Accidentally, the girl was his girlfriend. They were lovers. The class was very crowded. The others yelled them and they both seemed embarrassed. After that, the game continued and lasted for ten minutes. The English teacher asked the winner to perform in front of the class and the class was filled by yelling and fun. After the game finished, some of the students were asked to perform their dialogue. The students forced Eko and Nur to perform, but Nur did not want to come in front of the class. Then, Eko insisted her “*Oo, jadi kamu mau kalau aku menyatakan cinta ke orang lain?*” And finally Nur said “Okay”. The other students gave them applause. After Eko and Nur performed, I also asked another pairs to perform the dialogue in front of the class.

At the end of the lesson, I reviewed the material and ended the lesson by saying a prayer. Before I pleased the students to leave the class, I said thanks to them for their participation in that research. The students said, “You’re

welcome, Miss.” I said to them, “I can’t give anything to pay your participation, guys. I wish all of you enjoyed in learning english with your teacher and you can practice to speak with your friends every meeting so that your skill will improve more and more. I hope we can meet in another occasion. Bye..” They said, “Bye, Miss...”

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INTERVIEW TRANSCRIPT

- **Interview Transcript 1**

Interviewer : **Researcher (I)**
Interviewee : **English Teacher (ET)**
Day/ date : **Monday/ September 17th, 2013**
Time : **12.02 p.m.**
Place : **Teacher Room**
Before doing an observation.

I : Assalamu'alaikum Bu..
 ET : Wa'alaikumsalam.. Sini masuk sini mbak Pradit..
 I : Ya Bu, terimakasih.. Emm.. seperti yang sudah saya utarakan sebelumnya kalau hari ini saya mau observasi di kelas ibu.
 ET : Owh.. iya mbak. Nanti langsung ikut saya saja ke kelas. Ini sebentar lagi kelasnya mau mulai. Kita langsung naik saja ya..
 I : Owh ya Bu. Terimakasih sebelumnya..
 ET : Iya.. Sama-sama mbak..

- **Interview Transcript 2**

Interviewer : **Researcher (I)**
Interviewee : **English Teacher (ET)**
Day/ date : **Monday/ September 17th, 2013**
Time : **1.35 p.m.**
Place : **Teacher Room**
After doing the observation.

ET : Gimana mbak Pradit tadi?
 I : Emmm... siswa-siswanya selalu begitu ya Bu responnya? Ada yang tiduran, ngobrol begitu?
 ET : Ya itu tadi, mungkin karena jam terakhir. Mereka sudah capek dan tidak termotivasi.
 I : Tapi mungkin itu tidak terlalu berpengaruh Bu kalau dalam penyampaian materi menggunakan media ataupun teknik yang menarik.
 ET : Ya mungkin seperti itu mbak.
 I : Naahh.. Kemudian selama ini mereka cukup antusias tidak Bu dalam mengikuti pelajaran Bahasa Inggris?
 ET : Ya setelah jadwalnya jadi di jam terakhir ya tetap sama seperti tadi mbak responnya.
 I : Hmmm... kalau yang menjadi keluhan mereka itu apa sih Bu dalam belajar bahasa Inggris?
 ET : Ya seperti yang mbak Pradit lihat tadi, mereka kalau ngomong itu nggak pernah pake aturan, jadi masih campur-aduk tidak jelas dan kadang nggak nyambung.

- I : Ooo.. Brarti mereka masih kesulitan dalam *speaking skill* ya Bu?
- ET : Iya mbak...
- I : Apa mungkin *vocab* mereka masih terbatas ya Bu? Atau ada hal lain?
- ET : Ya kalau dilihat dari cara mereka merespon pertanyaan tu ya karna *vocab* mereka masih sangat terbatas. Kemudian mereka tidak termotivasi dalam mengikuti pelajaran.
- I : Apa mungkin karna teknik yang Ibu gunakan dalam mengajar kurang menarik?
- ET : Ya mungkin bisa mbak..
- I : Emm.. Selama ini Ibu kalau mengajar menggunakan LKS atau *textbook* atau apa Bu?
- ET : Saya sih pakai *textbook* mbak, kadang pake LKS juga. Ya campur-campur gitu.
- I : Owhh.. Jadi Ibu nggak buat materinya sendiri gitu ya? Dimodifikasi gitu? Trus pake' *games* ato teknik-teknik yang bisa memotivasi siswa buat ngomong.
- ET : Tidak sempet mbak..
- I : Emmm.. Iya sih soalnya Ibu ngajar di beberapa kelas ya jadi ya mungkin sangat sibuk.. Kalau begitu nanti gimana kalau dalam penelitian saya mencoba meningkatkan *speaking skill* siswa dengan *task-task* yg komunikatif gitu, jadi siswa bisa bebas ngomong gitu Bu?
- ET : Owh iya bagus itu mbak.. Saya dukung..
- I : Ya Bu, terimakasih. Nanti saya akan menghubungi Ibu kalau saya sudah siap untuk penelitian.
- ET : Ya mbak.. Sama-sama.. Semoga berhasil ya mbak.
- I : Ya Bu.. Amin.. Saya permisi dulu ya Bu. Sekali lagi terimakasih atas waktunya hari ini.
- ET : Ya mbak.. Sama-sama. Yang penting cepet lulus.
- I : Ya Bu.. Amin.. Assalamu'alaikum..
- ET : Wa'alaikumsalam..

• Interview Transcript 3

Interviewer : Researcher (I)
Interviewee : Headmaster (H)
Day/ date : Saturday/ February 16th, 2013
Time : 11.05 a.m.
Place : Headmaster Room
Before doing an action.

- I : Assalamu'alaikum...
- H : Wa'alaikumsalam.. Silahkan masuk mbak..
- I : Ya Pak, terimakasih..
- H : Duduk mbak.. Dari mana ini??
- I : Ya Pak.. Saya mahasiswa UNY Pak.

- H : Owhh UNY.. Ya ada apa mbak??
 I : Begini Pak, saya kesini mau minta ijin penelitian. Sebelumnya saya sudah melakukan observasi waktu kepala sekolahnya masih Pak Andar.
 H : Owh yaa.. Surat ijinnya mana ya mbak??
 I : Nah begini Pak, surat ijinnya sedang dalam proses pengurusan jadi nanti menyusul ya Pak.. Soalnya kemarin sudah di SMS sama Bu Fitri untuk segera memulai penelitiannya karena keburu libur untuk UN gitu dan untuk surat bisa menyusul.
 H : Emm... Brarti mbak'nya mulai penelitian hari apa ya? Sudah konfirmasi sama gurunya kan?
 I : Mulai Senin besok pak, kebetulan saya sudah konfirmasi sama Bu Fitri dari hari Jum'at kemarin Pak.
 H : Oh ya.. Baik-baik.. ini sudah saya ijin kan ya.. Kalau suratnya sudah jadi harap segera dibawa ke sekolah ya mbak..
 I : Ya Pak, terimakasih..
 H : Ya sama-sama..

• **Interview Transcript 4**

Interviewer : **Researcher (I)**
Interviewee : **English Teacher (ET)**
Day/ date : **Monday/ February 18th, 2013**
Time : **11.30 a.m.**
Place : **Teacher Room**
Before doing the action.

- I : Bu Fitri, gimana nanti?
 ET : Eh mbak Pradit.. Ya nanti langsung masuk saja.. Sudah siap semua kan materinya?
 I : Iya, sudah bu.. Ini saya mau memperlihatkan *Unit Tasks* sama *Lesson Plan* bu.
 ET : Owh iya. Coba saya lihat dulu. Ya bagus ini, menarik mbak.. Nah yang pembahasan tentang *Adjective, Pronoun, Positive Negative and Interrogative sentence* ini dihilangkan saja mbak. Mereka dah dapet di kelas X. Nanti malah menyita banyak waktu.
 I : Ow.. iya Bu. Nanti saya lewati saja. Kalau yang lainnya seperti *Past Tense* itu gimana Bu?
 ET : Ya walaupun dulu sudah pernah tapi kalau *Past Tense* masih tetep harus diingatkan kembali. Ya nanti tidak usah mendetail, hanya seperlunya saja.
 I : Baik bu..
 ET : Yadah bagus mbak ini.. Nanti saya mengamati dari belakang ya..
 I : Ya bu.. trimakasih ya Bu sebelumnya..

ET : Iya mbak.. yadah sekarang dipersiapkan dulu segalanya masih ada banyak waktu.

I : Ya bu..

• **Interview Transcript 5**

Interviewer : **Researcher (I)**
Interviewee : **Student 1 (S1) and Student 2 (S2)**
Day/ date : **Monday/ February 18th, 2013**
Time : **12.20 p.m.**
Place : **Classroom**
Before doing the action.

I : Haiii... kalian, boleh saya minta waktunya sebentar..
S1 & S2 : Iya miss.. boleh..
I : Miss Ana mau nanya nih.. Tapi sebelumnya nama kalian siapa??
S1 : Aku Chori Miss..
S2 : Kalau aku Siti Hajaryatun Miss..
I : Owhh iyaa.. Chori sama Siti ya.. Suka g sama pelajaran Bahasa Inggris?
S1 : Suka.. Tapi.. em.. Gimana ya.. Sulit diungkapkan dengan kata-kata.. Walaupun suka tapi nggak bisa Bahasa Inggris.
I : Kenapa begitu? Apa susahnya?
S1 : Ya mungkin karena belum terbiasa.
I : Kok belum terbiasa padahal belajar Bahasa Inggris dah dari SMP ya?
S1 : Iya..
I : Dari kelas 1 berarti sampe sekarang kira-kira dah 5 tahun ya..
S1 : Ya.. Tapi kan.. nggak..nggak setiap hari gitu.. Cuma.. ee.. tiap pertemuan itu kan cuma 2 jam, cuma 1 jam gitu miss.. Jadi kan nggak terbiasa.. Bahasanya itu sangat asing..
I : Masa' sih? Kalau Siti gimana? Suka nggak sama Bahasa Inggris?
S2 : Suka,, tapi saya tu sulit untuk menghafalkan kata-kata yang masih baru.
I : Emm.. Yadah lanjut.. Bahas Inggris tu kan ada 4 skill ya.. Ada *listening, speaking, reading sama writing*. Menurut kamu *skill* mana yang paling susah?
S1 : Emm.. *Listening*.
I : Owh *listening*, kenapa?
S1 : Emmm.. Masalahnya ini kelemahannya memang di pendengaran.
I : Emm.. Pendengaran.. kalau *speaking* gimana?
S1 : Juga sulit.. hehee..
I : Nahh.. brarti 2 ya?? *Listening* sama *speaking*.. Itu memang saling berhubungan. Kalau kamu gimana?
S2 : *Speaking*. Karna tidak bisa mengucapkan dengan benar.

- I : Memangnya gurunya tidak sering memberikan contoh atau mungkin beliau sering menggunakan bahasa Inggris tiap menyampaikan pelajaran begitu??
- S2 : Emm.. e... Menyampaikan kadang-kadang pakai bahasa Inggris tapi sering pakai bahasa Indonesia.
- I : Emm.. kemudian gurunya sering pakai media-media gitu nggak kalau ngajar?
- S2 : Pakek..pakek media buat *listening*'nya.
- I : Apa itu?
- S2 : Emm... ya kadang lagu, kadang cerita tentang ituu eemm *narrative text*. Emm ya begitu-begitu lah.. hhe..
- I : Owh.. Yadah makasih ya..
- S1 & S2 : Iya..

• Interview Transcript 6

Interviewer : Researcher (I)
Interviewee : English Teacher (ET) and Collaborator (C)
Day/ date : Monday/ February 18th, 2013
Time : 2 p.m.
Place : Classroom
After doing the action in the first meeting in cycle 1.

- I : Gimana bu tadi saya ngajarnya?
- ET : Ya.. sudah lumayan bagus mbak.. Cuma mungkin karena siswa-siswa agak capek jadi pikiran mereka kemana-mana..
- I : Sepertinya juga seperti itu bu.. Ngajarnya juga jadi tidak efektif karena masih harus mengkondisikan mereka..
- ET : Iya mbak, ya semoga besok juga bisa pakai ruang MM (Multi Media_ red), biar bagian *listening*nya juga bisa bagus.
- I : Iya bu, tadi suaranya ngebass banget jadi siswa-siswa padha ngeluh karena nggak bisa mendengar dengan jelas..
- ET : Iya mbak. Trus lebih baik besok juga pakai lagu untuk *warming up* biar siswa-siswanya semangat gitu.
- I : Owh iya bu.. Coba besok saya usahakan pakai lagu.. Kalau menurut kamu gimana, Ratri?
- C : Tadi sih mungkin karena baru pertama kali jadi masih agak kurang mengalir gitu cara mengajar kamu. Kalau besok di pertemuan berikutnya pasti dah OK.
- I : Hehe, baiklah. Mungkin butuh persiapan yang lebih matang lagi. Kalau tentang penggunaan lagu untuk *warming up* gimana?
- C : Kalau menurut aku sih mending games ringan gitu, aklau lagu nanti malah menyita banyak waktu. Lebih baik lagunya buat besok pas topik yang berikutnya.

I : Nah.. saya setuju itu. Gimana Bu?
 ET : Ya mbak.. Saya ikut saja. Yadah mari kita turun..
 I : Ya bu.. Terimakasih ya untuk hari ini..
 ET : Ya mbak.. sama-sama.

• **Interview Transcript 7**

Interviewer : Researcher (I)
Interviewee : Student 1 (S1) & Student 2 (S2)
Day/ date : Monday/ February 18th, 2013
Time : 2.05 p.m.
Place : School Yard
After doing the action in the first meeting in cycle 1.

I : Haii.. boleh nimbrung nggak niihh??
 S1 & S2 : Hhee.. Boleh miss..
 I : Miss Ana mau nanya-nanya bentar yaa..
 S1 : Haduuhh nanya apa miss?? Jangan susah-susah ya..
 I : Ya nggak lahh, ne kan bukan ulangan.. hhee.. Oiya, namanya siapa aja ne??
 S1 : Nia, Miss.
 I : Okey Nia, kalau kamu? Nida bukan?
 S2 : Nur, Miss.. Salah-salah terus. Hhe..
 I : Oiya.. Nur.. Okey, emm gimana tadi ngajarnya Miss Ana?
 S1 : Asik sih Miss..
 I : Asiknya gimana hayo?? Kalau penggunaan *recorded text*'nya tadi gimana menurut kalian?
 S2 : Wah.. Kurang jelas Miss. Sebenarnya dah menarik kalau pakai rekaman-rekaman gitu. Nggak monoton. Kalau biasanya kan *text*'ny kalau nggak ditulis di papan tulis ya dibaca ma gurunya gitu, jadi bosan.
 S1 : Iya betul... betul... Mungkin bisa pake *speaker* yang lebih gedhe gitu Miss biar lebih jelas.
 I : Okey deh.. Trus kalau penggunaan *recorded text* seperti tadi tu bisa meningkatkan motivasi siswa dalam belajar bahasa Inggris nggak menurut kalian?
 S1 : Bisa aja sih Miss menurut aku. Apalagi kalau ada video gitu.
 S2 : Iya Miss, pakai video gitu pasti lebih menarik lagi.
 I : Nah.. Tadinya juga mau pake video, power point, tapi LCD-nya nggak ada. Hhe..
 S1 & S2 : Owh iya ya..

I : Iya.. Yadah.. Makasih atas waktu dan masukannya ya..
 S1 & S2 : Iya Miss.. sama-sama..

• **Interview Transcript 8**

Interviewer : **Researcher (I)**
Interviewee : **English Teacher (ET) & Collaborator (C)**
Day/ date : **Wednesday/ February 20th, 2013**
Time : **1.35 p.m.**
Place : **Classroom**
After doing the action in the second meeting in cycle 1.

I : Gimana Bu untuk hari ini?
 ET : Dah lebih baik dari hari kemarin mbak.
 I : Iya Bu, sudah lebih nyaman sekarang, kemarin masih agak grogi, padahal ya sudah biasa ngajar disini. Oiya, ternyata tadi hampir semua siswa belum pernah mendengar sapaan *How's life* gitu ya Bu?
 ET : Iya mbak, ya karena biasanya cuma pakai *How are you today* gitu terus, tidak pernah ganti. Jadi mereka taunya ya hanya itu.
 I : Owh.. gitu ya bu.. Nah.. kalau menurut kamu tadi gimana penggunaan *Classroom Englis*-nya?
 C : Ya yang jelas jangan sering-sering mentranslate aja, nanti ya sama aja hasilnya, mereka lebih mengandalkan translate'nya daripada mencoba untuk memahami dengan menbiasakan mendengar ungkapan-ungkapan dalam bahasa Inggris.
 I : Baiklah.. besok bisa dimaksimalkan lagi. Terimakasih untuk hari ini ya Bu.. Miss Ratri..
 ET : Ya mbak sama-sama..
 C : Iya jenk.. hhe..

• **Interview Transcript 9**

Interviewer : **Researcher (I)**
Interviewee : **Student**
Day/ date : **Wednesday/ February 20th, 2013**
Time : **1.40 p.m.**
Place : **Classroom**
After doing the action in the second meeting in cycle 1.

I : Hei.. Irfan kan?
 S : Iya Miss.. Ada apa ya Miss?
 I : Mau nanya-nanya bentar bisa kan?
 S : Duh nanya apa ya Miss? Lainnya aja Miss. Aku buru-buru.

- I : Cuma bentar aja kok, tentang pelajaran tadi.
 S : Owhh ya Miss, kirain mau nanya banyak.
 I : Gini, menurut kamu Miss Ana tadi ngajarnya gimana?
 S : Dah bagus daripada kemarin Miss. Kalau kemarin kelihatan groginya. Sekarang dah biasa.
 I : Iya ya.. kemarin sedikit nervous.. Trus kalau tentang pair work-nya gimana menurut kamu?
 S : Pair work itu yang ngerjain soal berdua-berdua itu to Miss?
 I : Iyakk betul..
 S : Owhh.. ya bagus sih Miss. Bikin ngerjain soal-soalnya tu lebih mudah karna ada yang bantuin mikir. Hhe..
 I : Jadi itu efektif untuk meningkatkan motivasi siswa dalam mengerjakan tugas ya?
 S : Iya Miss.
 I : Yadah makasih ya Irfan..
 S : Ya Miss. Sama-sama..
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• **Interview Transcript 10**

Interviewer : Researcher (I)
Interviewee : Headmaster
Day/ date : Monday/ February 25th, 2013
Time : 12 p.m.
Place : Headmaster Room
Before doing the action.

- I : Assalamu'alaikum Pak..
 H : Wa'alaikumsalam.. Mari silahkan masuk.
 I : Ya Pak, terimakasih. Ini saya kesini mau menyampaikan surat ijin penelitian yang kemarin itu Pak.
 H : Owh iya. Gimana mbak penelitiannya? Lancar kan?
 I : Iya Alhamdulillah lancar Pak..
 H : Ya coba saya lihat dulu suratnya.
 I : Baik Pak..
 H : Ya ya.. Yadaha sekarang diserahkan ke TU saja mbak biar diarsipkan.
 I : Ya pak. Terimakasih sebelumnya.
 H : Ya mbak.. Sama-sama..
 I : Mari Pak, Assalamu'alaikum..
 H : Wa'alaikumsalam..
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• Interview Transcript 11

Interviewer : Researcher (I)
Interviewee : English Teacher (ET) and Collaborator (C)
Day/ date : Monday/ February 25th, 2013
Time : 2.05 p.m.
Place : Classroom

After doing the action in the third meeting in cycle 1.

- I : Bagaimana tadi bisa dikatakan sukses tidak ya Bu retelling story-nya?
- ET : Ya cukup sukses mbak. Tapi sepertinya siswa-siswa kurang begitu suka dengan jenis communicative task yang itu. Mereka kesulitan dalam menghafal kata-katanya.
- I : Ya padahal di setiap task selalu saya ambil dari text tersebut, jadi bisa mempermudah siswa dalam menghafalkan kata-kata dalam text tersebut. Kalau menurut kamu gimana Miss Ratri?
- C : Ya sebenarnya prosedur untuk mengarah ke retelling story-nya itu sudah benar dan membantu siswa dalam memahami cerita tersebut. Tapi mungkin karena judulnya retelling story jadi siswanya dah agak ogah-ogahan dalam perform. Ya coba untuk communicative task berikutnya bisa pakai role play atau games gitu.
- I : Iya, rencana saya juga seperti itu. Ya karena ini kan text type jadi ya task-nya retelling story. Kalau mau role play meranin karakter-karakter dari sebuah narrative story ya malah lebih susah. Kalau untuk cycle 2 kan language function jadi ya task-task-nya banyak pilihan.
- ET : Iya bener mbak. Kalau saya sih manut saja.
- I : Iya bu. Kalau menurut Ibu penggunaan communicative task tadi efektif atau tidak untuk meningkatkan kemampuan siswa dalam hal berbicara atau *speaking*.
- ET : Iya sudah sih mbak, cuma itu tadi lho siswanya kurang antusias karena menghafal cerita.
- I : Owh iya Bu. Kemudian untuk cycle 2 besok action-nya mau apa saja ya sebaiknya?
- ET : Kalau menurut saya actions yang cycle 1 ini digunakan lagi saja cuma lebih dimaksimalkan lagi.
- I : Owh iya bu. Kalau menurut kamu gimana Miss Ratri? Ya seperti kita lihat sendiri kalau siswa-siswa disini tu kalau misalnya disuruh ngerjain tugas di depan kelas benar-benar harus dipaksa. Apa harus dikasih hadiah atau gimana ya?
- C : Iya bener, siswanya agak pasif ya. Kalau nggak disuruh, pada nggak mau maju. Hmmm... ya dikasih rewards aja.
- I : Kalau menurut Ibu bagaimana? Rewardnya berupa apa sebaiknya?
- ET : Ya berupa nilai saja mbak, nanti kalau berupa benda malah nambah pengeluarannya mbak Ana.

- I : Hehe.. Iya sih Bu. Sudah banyak pengeluaran ini. Yadah berarti kita sepakati kalau actionnya sama dengan kemarin Cuma lebih dimaksimalkan dan ditambah dengan *giving rewards for active students* gitu ya..
- ET : Iya mbak..
- I : Setuju Miss Ratri?
- C : Iya, setuju Miss Ana..
- I : Ok.. *Thanks for today*..
- C : Yakk.. *Anytime*.. Hhe..

• Interview Transcript 12

Interviewer : Researcher (I)
Interviewee : Student 1 (S1) and Student 2 (S2)
Day/ date : Monday/ February 25th, 2013
Time : 2.15 p.m.
Place : Classroom
After doing the action in the third meeting in cycle 1.

- I : Hai hai Eko ma Suparyadi... minta waktunya bentar ya..
- S1 & S2 : Ya monggo Miss..
- I : Eh gimana tadi retelling story-nya?
- S1 : Ya kalau saya sih okey okey aja Miss.
- S2 : Iyalah kamu okey okey aja wong kamu ki pinter bahasa Inggrisnya. Nah kalo saya ya susah Miss. Harus nyritain kembali sebuah cerita. Nggak pinter ngafalin trus sok takut salah ngucapin kata-katanya itu lho Miss.
- I : Lhah emang nggak disuruh ngafalin ceritanya. Tapi dipahami alur ceritanya biar bisa menceritakan kembali. Trus saya juga sering nyuruh kalian buat baca hasil kerja kalian tu buat ngecek pronunciation kalian, kalau ada yang salah kan bisa langsung dibenerin gitu. Jadi nggak takut lagi buat ngomong.
- S1 : Iya bener Miss. Membantu banget kalau kita sering-sering disuruh baca gitu, jadi kesalahan pengucapan bisa diminimalisir. Besok pake lagu atau games gitu Miss, biar seru.
- I : Oke deh.. Makasih masukannya ya..
- S1 & S2 : Ya Miss.. Sama-sama..

• Interview Transcript 13

Interviewer : Researcher (I)
Interviewee : English Teacher (ET) and Collaborator (C)
Day/ date : Wednesday/ February 27th, 2013
Time : 1.35 p.m.

Place : Classroom

After doing the action in the first meeting in cycle 2.

- I : Bagaimana untuk input text-nya?
 ET : Dah sip mbak. Anak-anak lebih antusias karena pakai lagu. Banyak menggunakan gambar juga task-task'nya.
 C : Iya bener banget. Kalau language function memang task-task'nya banyak pilihan. Jadi bisa dibuat semenarik mungkin.
 I : Tapi saya sempet bingung milih lagunya. Nyari lagu yang di dalamnya ada ungkapan cinta sekaligus kesedihan tu susah soalnya ya harus disesuaikan dengan tingkat kemampuan siswanya juga.
 ET : Itu dah bagus kok mbak dan cukup efektif untuk membangkitkan semangat siswa dalam belajar. Karena task-nya bervariasi.
 I : Iya bu. Kemudian ada yang masih harus dimaksimalkan lagi nggak ya?
 C : Kalau menurut saya sih penggunaan gesture dan sinonim lebih diutamakan saja daripada lebih memprioritaskan translation nanti siswanya malah lebih menunggu translate-nya jadi sama aja vocab mereka nggak jadi nambah.
 I : Okey. Akan saya terapkan untuk pertemuan berikutnya. Terimakasih semuanya untuk hari ini.
 ET : Iya mbak.
 C : Sip.. sama-sama..

• Interview Transcript 14

Interviewer : Researcher (I)
Interviewee : Student 1 (S1), Student 2 (S2) and Student 3 (S3)
Day/ date : Wednesday/ February 27th, 2013
Time : 1.45 p.m.
Place : School Yard
After doing the action in the first meeting in cycle 2.

- I : Hai haii.... boleh ganggu bentar??
 S1, S2, S3 : Boleh Miss...
 S1 : Pasti mau nanya-nanya kan Miss??
 I : Hehe.. Iya.. dikit aja kok.. Kok belum pada pulang ni, masih ada extra ya?
 S2 : Nggak Miss, masih nunggu jemputan.
 I : Okey deh.. Emm.. ini Yunita, Lintang trus siapa itu satunya??
 Emm... Lupa-lupa ingat...
 S3 : Enrika Miss..
 I : Oiya Enrika. Okey saya mau tanya sedikit tentang pelajaran bahasa Inggris tadi. Menurut kalian penggunaan lagu itu efektif nggak dalam pembelajaran bahasa Inggris?
 S1 : Ya efektif Miss. Menurut saya sih. Pokoknya jadi asik gitu.

- I : Okey, kalau Lintang gimana tentang penggunaan classroom English?
- S2 : Maksudnya gimana ya Miss?
- I : Owh iya lupa, jadi kalau dalam kelas selalu menggunakan bahasa Inggris dalam memberikan penjelasan, perintah dsb itu disebut penggunaan classroom English. Gimana menurut kamu? Efektif nggak untuk ningkatin kemampuan berbahasa Inggris kalian?
- S2 : Ya efektif sih Miss, cuma kadang-kadang banyak nggak ngertinya. Soalnya Bu Fitri nggak sering banget pake bahasa Inggris kalau njelasin gitu. Ya minta dijelasin juga pake bahasa Indonesia gitu Miss, biar ngerti.
- I : Lah nanti kalo selalu ditranslate ya nggak sukses ningkatin kemampuan kalian dong. Kalau menurut kamu gimana Enrika tentang pair work atau group work?
- S3 : Itu yang ngerjain berdua atau berkelompok itu kan Miss?
- I : Iya..
- S3 : Ya bagus banget Miss, jadi kalau pas soalnya susah kan bisa dikerjain bareng-bareng ma temen. Ya saling bantu lah.
- I : Oke deh.. Makasih waktunya ya..

• Interview Transcript 15

Interviewer : Researcher (I)
Interviewee : English Teacher (ET) and Collaborator (C)
Day/ date : Monday/ March 4th, 2013
Time : 2.05 p.m.
Place : Classroom

After doing the action in the second meeting in cycle 2.

- I : Bagaimana dengan action tadi bu?
- ET : Udah bagus mbak. Walau banyak dialognya.
- I : Iya.. Dialog semua bu untuk yang hari ini.
- C : Ya memang kalau language function kan coba menerapkan ekspresi yang sudah dipelajari dengan situasi-situasi tertentu. Jadi siswa akan terbiasa menggunakannya dan tepat juga dalam penerapannya.
- I : Iya betul banget.
- ET : Lha untuk besok jadinya apa mbak untuk communication focusnya?
- I : Saya jadinya pake games bu.. "Finding a Date Game". Biasanya kalau pas mempelajari love and sadness, game yang banyak digunakan ya game tersebut.
- ET : Owh iya mbak.. Sudah dipersiapkan semuanya kan?
- I : Iya sudah bu.
- ET : ya sudah good luck buat pertemuan besok. Pertemuan yang terakhir kan mbak?
- I : Iya bu.. Terimakasih..

ET : Iya mbak. Sama-sama.. Ya sudah saya turun duluan ya, saya ada janji dengan siswa.

I : Ya bu, silahkan. Saya mau interview siswa sebentar.

ET : Ya mbak..

• Interview Transcript 16

Interviewer : Researcher (I)

Interviewee : Student (S)

Day/ date : Monday/ March 4th, 2013

Time : 2.05 p.m.

Place : Classroom

After doing the action in the second meeting in cycle 2.

I : Rosa kan? Nanya bentar ya..

S : Iya Miss.. Mau nanya apa?

I : Tadi gimana task-task'nya? Sulit nggak?

S : Nggak begitu sih Miss. Soalnya hari ini tugasnya dikerjain berdua terus, jadi ya lumayan ada yang bantuin mikir. Trus perform dialog-dialog gitu. Jadi makin PD ngomongnya walau masih agak tersendat-sendat, soalnya hafalan. Hhee..

I : Ya itulah makanya saya nerapin pair work biar kalian lebih PD dan termotivasi belajar bahasa Inggris. Yadah terimakasih ya..

S : Iya Miss.. Sama-sama..

• Interview Transcript 17

Interviewer : Researcher (I)

Interviewee : Student (S)

Day/ date : Monday/ March 4th, 2013

Time : 2.10 p.m.

Place : Classroom

After doing the action in the second meeting in cycle 2.

I : Hai Nida, boleh tanya-tanya bentar?

S : Ya Miss, boleh-boleh aja.

I : OK, begini. Tadi kan Miss Ana ngasih handout ma worksheet kan, menurut kamu gimana? Efektif nggak?

S : Ya efektif banget Miss. Kan kita jadi nggak capek nulis dan nggak buang-buang waktu juga. Jadi mau ngerjain tugas tu ya tinggal ngerjain aja gitu nggak pake kelamaan dan nggak bosan dulu karena kecape'an tadi.

• Interview Transcript 18

Interviewer : Researcher (I)
 Interviewee : English Teacher (ET)
 Day/ date : Wednesday/ March 6th, 2013
 Time : 1.35 p.m.
 Place : Classroom
 After doing the action in the third meeting in cycle 2.

- I : Wah udah selesai bu penelitian saya, sekarang saya mau nanya lumayan banyak ini bu.
- ET : Iya mbak, tanya aja..
- I : Pertama yang akan saya tanyakan tu tentang *actions* yang sudah saya terapkan dalam pembelajaran bahasa Inggris ini terutama *speaking*. Menurut Ibu bagaimana? Apakah sudah tepat atau bagaimana?
- ET : Ya sudah bagus sih mbak. Semua action-nya itu cukup membantu siswa-siswa jadi lebih PD, lebih termotivasi dalam belajar bahasa Inggris dan seperti tujuan awal mbak melakukan penelitian disini, bisa meningkatkan kemampuan berbicara siswa baik secara pronunciation maupun vocabulary karena mbak pake bahasa Inggris terus dalam mengajar.
- I : Jadi menurut ibu *actions* yang saya terapkan apakah efektif untuk meningkatkan kemampuan siswa dalam pelajaran bahasa Inggris khususnya *speaking*?
- ET : Ya efektif mbak. Anak-anak jadi lebih aktif dan antusias dalam mengikuti pelajaran bahasa Inggris walaupun di jam terkahir.
- I : Kalau untuk task-task'nya apa sudah tepat untuk dikerjakan secara in-pair atau in-group gitu bu?
- ET : Iya sudah mbak. Yang jelas kalau pair and group work gitu tu bisa membantu siswa yang minder karena mereka merasa kalau kemampuan berbahasa Inggris mereka rendah, jadi ya intinya bisa saling bantu dan bisa untuk ajang sharing juga biar mereka nggak jadi siswa yang individualis gitu.
- I : Ya betul bu. Kalau bagi ibu sendiri apakah communicative tasks ini bermanfaat bagi ibu untuk mengajar setelah ini?
- ET : Iya jelas mbak. Saya jadi punya gambaran tentang cara-cara memotivasi siswa dalam belajar apalagi untuk *speaking*. Saya pasti akan menerapkannya dalam pembelajaran berikutnya.
- I : Yadah bu, terimakasih untuk waktu dan bantuannya selama saya melakukan penelitian disini.
- ET : Iya mbak sama-sama.. Kita saling bagi ilmu lah ya mbak..
- I : Iya bu..

• **Interview Transcript 19**

Interviewer : **Researcher (I)**
Interviewee : **Students (S)**
Day/ date : **Wednesday/ March 6th, 2013**
Time : **1.50 p.m.**
Place : **School Yard**

After doing the action in the third meeting in cycle 2.

- I : Well guys. Ini pertemuan terakhir kita yah. Jadi hari ini miss Ana mau tanya-tanya keseluruhan pertemuan materi mulai dari awal sampai akhir. Boleh kan?
- S : Oke miss. Boleh dong..
- I : Pertama. Task-task yang dah dikerjain dari kemarin itu menurut kalian asik gak? Ato menarik gak?
- S : Menarik miss. Seru juga kalo tugas-tugasnya kaya gitu. Ada dengerin lagu trus sama games juga.
- I : Terus, menurut kalian, tasks kaya gini bisa meningkatkan kemampuan speaking kalian apa gak?
- S : Uhm... Bisa miss.
- I : Bisa? Dalam hal apa?
- S : Yah kan kita jadi semangat Miss. Kita tambah PD buat ngomongnya. Soalnya kita gak merasa tertekan miss. Kita seru-seruan.
- I : Jadi kalian tambah PD yah ngomongnya yah?
- S : Iya miss.
- I : Terus apa lagi?
- S : Pengucapannya miss. Kan tadi miss Ana juga mbetulan kita pas kalo ada yang salah ngomongnya.
- I : Oh maksudnya pronunciation?
- S : Nah iya betul miss.
- I : Terus selanjutnya kalau dibandingkan dengan yang pertemuan yang awal dulu gimana? Lebih bagus apa gak kegiatannya?
- S : Yang awal dulu? Maksudnya yang mana Miss...
- I : Yang dulu yang pertemuan yang awal-awal dulu.
- S : Oh lebih bagus miss.
- I : Lebih bagus apanya? Topiknya atau bahasanya atau apa?
- S : Iyah betul topiknya miss.
- I : Terus ada kekurangannya gak menurut kalian?
- S : Apa miss yah?
- I : Yah apa gitu?
- S : Gak ada sih miss.
- I : Jadi intinya, tasks-nya secara keseluruhan sudah efektif yah buat belajar speaking?
- S : Iyah udah miss.

J

PHOTOGRAPHS



Picture 1: The students are discussing the tasks



Picture 2: The group are performing “Retelling Story” in front of the class



Picture 3: The students are listening to the music while completing the missing lyrics



Picture 4: The researcher is explaining the lesson

K

LETTERS



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/1501/VI/2/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY

Nomor : 0195c/UN.34.12/DT/II/2013

Tanggal : 19 Februari 2013

Perihal : Permohonan Izin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : PRADITYANA LUTFATUL AZIZAH NIP/NIM : 06202241011
Alamat : Karangmalang Yogyakarta
Judul : USING COMMUNICATIVE TASKS TO IMPROVE THE ELEVENTH GRADE SCIENCE STUDENTS' SPEAKING SKILL AT MAN WONOSARI IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : MAN Kec. WONOSARI, Kota/Kab. GUNUNG KIDUL
Waktu : 20 Februari 2013 s/d 20 Mei 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 20 Februari 2013

A.n Sekretaris Daerah

Asisten ~~Perekonomian~~ dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul Cq. KPPTSP
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN GUNUNGKIDUL
KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jalan Brigien Katamso No. 1 Tlb (0274) 391942 Wonosari 55812

SURAT KETERANGAN / IJIN

Nomor : 84/KPTS/II/2013

- Membaca : Surat dari Setda Provinsi DIY, Nomor : 070/1501/V/2/2013 tanggal 20 Februari 2013, hal : Izin Penelitian
- Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;
- Dijinkan kepada :
Nama : **PRADITYANA LUTFATUL AZIZAH NIM. 06202241011**
Fakultas/Instansi : FBS UNY
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Ledoksari, Rt 06/07, Kepek, Wonosari, Gunungkidul
Keperluan : Ijin penelitian dengan judul "USING COMMUNICATIVE TASKS TO IMPROVE THE ELEVENTH GRADE SCIENCE STUDENTS' SPEAKING SKILL AT MAN WONOSARI GUNUNGKIDUL IN THE ACADEMIC YEAR OF 2012/2013"
- Lokasi Penelitian : MAN Wonosari Gunungkidul
Dosen Pembimbing : Dr. Agus Widyantoro, M.Pd. Dan Dwiyani Pratiwi, S.Pd., M.Hum.
Waktunya : Tanggal 25 Februari 2013 s.d. 21 Mei 2013
Dengan ketentuan :
1. Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kabupaten Gunungkidul).
4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
5. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
6. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.
Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal : 21 Februari 2013

An. BUPATI GUNUNGKIDUL



Tembusan disampaikan kepada Yth.

1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor Kesbangpol Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Kab. Gunungkidul;
5. Kepala MAN Wonosari Gunungkidul;
6. Arsip.